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A STUDY OF THE QUALITY OF ENGLISH IN LATIN TRANSLATIONS

BY

MAXIE NAVE WOODRING

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN THE FACULTY OF PHILOSOPHY, COLUMBIA UNIVERSITY

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M. N. W.

April, 1925

CONTENTS

Chapter	*Page*
I. The Problem	1
1. Introductory Statement	1
2. Status of Latin in Secondary Schools	1
3. Time Required for the Study of Latin	1
4. Objectives of the Study of Latin	2
5. Statement of the Problem	5
6. Source and Kind of Data	5
7. General Statement of the Procedure	8
II. The Quality of English Used in Latin Translations	10
1. Statement of the Problem	10
2. Procedure	10
3. Part I. Classification of Translations as (1) Acceptable English, (2) Translation English, (3) No Meaning English	10
(*a*) Summary of Findings	10
(*b*) Treatment of Data	12
(*c*) Discussion of Classifications	12
(*d*) Reliability of Scoring	17
4. Part II. Comparison of One Hundred and Fifty Latin Translations Written by College Entrance Candidates with Translations Written by Two Latin Specialists	20
(1) Summary of Findings	20
A. Comparison of the Translations of Students with the Lodge Translation	22
(1) Treatment of Data	22
(2) The Lodge Translation	23
(3) Value of Scores	25
(4) Scores of Latin Translations Measured by the Lodge Translation	26
B. Comparison of the Translations of Students with the Knapp Translation	28
(1) Treatment of Data	28
(2) The Knapp Translation	29
(3) Scores of Latin Translations Measured by the Knapp Translation	32
C. Comparison of the Lodge Study and the Knapp Study	34
III. Comparative Study of the English in Latin Translations and the English in English Compositions	37
1. Statement of the Problem	37
2. Procedure	37
3. Summary of Findings	37
4. Part I. Investigation of 1922 Material	40
(1) Treatment of Data	40
(2) Reliability of Scoring by the Hudelson English Composition Scale	40
(3) Relation of Latin and English Scores on the Hudelson Composition Scale	41
(4) Relation of Latin marks and English marks on College Entrance Examination Books	43

Chapter *Page*

(5) Relation of Latin Marks and English Marks on Examination Books to Latin Translations and English Compositions 44
5. Part II. Investigation of 1923 Material 48
(1) Latin Translations and English Compositions of 1923 Scored by Hudelson Composition Scale Compared with the 1922 Data . . . 50

IV. Choice of Words in Latin Translations 53
1. Statement of Problem 53
2. Procedure 53
3. Summary of Findings 53
4. Treatment of Data 53
(1) Translations of Students Compared with Lodge and Knapp Translations for Choice of Words 55
5. Discussion of Findings 60

V. Errors in Grammar, Rhetoric, and Spelling in Latin Translations 61
1. Statement of Problem 61
2. Procedure 61
3. Summary of Findings 61
4. Treatment and Presentation of Data 62
(1) Errors in Grammar 62
(2) Errors in Rhetoric 64
(3) Errors in Spelling 65

VI. Conclusions 69
1. Quality of English in Latin Translations 69
(1) Classification of Translations for Quality 69
(2) Comparison of Student Translations with the Translations of Two Latin Specialists 71
2. Comparison of English in Latin Translations with English in English Compositions 72
3. Choice of Words in Latin Translations 74
4. Errors in Grammar, Rhetoric, and Spelling in Latin Translations 75
5. Concluding Statement 76

Appendix: Sample Pages of Examination Questions Sheets of the College Entrance Examination Board 77

Bibliography 82

TABLES

Table *Page*

I. Classification of Translations by Sentences for Each Group into (1) Acceptable English, (2) Translation English, (3) No Meaning English 13

II. Classification of Translations by Groups into (1) Acceptable English, (2) Translation English, (3) No Meaning English 14

III. A Comparative Table of Scores Assigned by Three Judges to Thirty-five Translations 19

IV. Statistical Measures for the Lodge-Number Scores and the Lodge-Quality Scores 25

V. Differences Between the Means of the Lodge-Number Scores and the Lodge-Quality Scores with the Probable Error of the Differences 28

VI. Statistical Measures for the Knapp-Number Scores and the Knapp-Quality Scores 32

VII. Differences Between the Means of the Knapp-Number Scores and the Knapp-Quality Scores with the Probable Error of the Differences 34

VIII. Statistical Measures of Items Scored by the Lodge and Knapp Translations 36

IX. Differences Between the Means of Lodge-Number Scores and Lodge-Quality Scores with the Probable Error of the Differences 36

X. Hudelson Norms for Achievement in English Composition Measured by the English Composition Scale 42

XI. Comparison of Hudelson Norm for Twelfth-Grade Achievement on Hudelson Composition Scale with Scores on Latin Translations and English Compositions Measured by the Hudelson English Composition Scale 42

XII. Statistical Measures for Latin Marks and English Marks on Examination Books, and Scores on Latin Translations and English Compositions by the Hudelson Scale . . . 45

XIII. Differences Between the Means and the Probable Error of the Differences of Latin Marks and English Marks on Examination Books, and Scores on Latin Translations and English Compositions by the Hudelson Scale . . . 46

XIV. Correlation Coefficients Between Latin Translations Scored by Hudelson Scale and English Compositions by Hudelson Scale, Latin Marks and Latin-Hudelson Scores, English Marks and English-Hudelson Scores . 46

XV. Percentage of Old Plan Books Latin Cp4 Receiving Given Ratings 1922 and 1923 50

XVI. Statistical Measures for Latin Marks and Hudelson Scores on Latin Translations for 1922 and 1923 . . . 51

Table *Page*

XVII. Correlations for 1922 and 1923 of Latin Marks on Examination Books and Hudelson Scores on Latin Translations 52

XVIII. Differences Between the Means of the 1922 and 1923 Scores on Latin Translations by Hudelson Scale with the Probable Error of the Differences 52

XIX. Grammatical Errors in Latin Translations 63

XX. Spelling Errors in Latin Translations 66

XXI. Words Used in Latin Translations Not Found in Webster's Dictionary 67

XXII. Summary of Spelling Errors in English Compositions . . 68

FIGURES

Figure *Page*

1. Classification of Translations with the Per Cent for Each Group . . 15

2. Classification of the Translations of Each Group Graphed by the Number of Sentences 16

3. Classification of Sentences with the Per Cent of Each Class Used in Each Sentence 17

4. Classification of Sentences by Groups Graphed by the Number of Students in Each Class 18

5. *a.* lodge-number: Distribution of Scores of Groups and Total on the Number of Words in Agreement with the Lodge Translation.
b. lodge-quality: Distribution of Scores by Groups and Total on the Quality of English Compared with the Lodge Translation . 27

6. *a.* knapp-number: Distribution of Scores by Groups and Total on the Number of Words in Agreement with the Knapp Translation.
b. knapp-quality: Distribution of Scores by Groups and Total on the Quality of English Compared with the Knapp Translation . 33

7. Distribution of Scores of Lodge-Number and Knapp-Number, Lodge-Quality and Knapp-Quality Graphed by the Number of Student Responses 35

A STUDY OF THE QUALITY OF ENGLISH IN LATIN TRANSLATIONS

CHAPTER I

THE PROBLEM

INTRODUCTORY STATEMENT

The evaluation of any item in the educational program must be based on (1) the number of pupils affected by the proposed procedure, (2) the amount of time and energy of the pupils expended in responding to the experience, (3) the cost of provision, and (4) the value and the realization of the aims which justify the inclusion of the item in the educational program.

STATUS OF LATIN IN SECONDARY SCHOOLS [1]

In 1923-1924 there were in the 20,500 secondary schools of the United States approximately 940,700 pupils studying Latin. This was 27.5 per cent of the total enrollment in secondary schools including the seventh and eighth grades, 30 per cent not including these grades. One-half of the total number studying Latin were enrolled in the ninth grade and below, 31 per cent in the tenth grade, 16 per cent in the eleventh grade, and 8 per cent in the twelfth grade. Out of every hundred pupils who study Latin in the ninth grade of a four-year secondary school, 69 pupils continue the study to the end of the ninth grade (one year), 38 pupils continue the study through the tenth grade (two years), 31 through the eleventh grade (three years), and 14 through the twelfth grade (four years or longer). Of the 14 who pursue the study of Latin for four years through the secondary school, about five continue the study of Latin in college.

TIME REQUIRED FOR THE STUDY OF LATIN

Each year of Latin in the secondary-school program is expressed in terms of one unit of credit. The preparation for each

[1] *The Classical Investigation Report*, Part I, pp. 16, 17, 29, 31, Appendix A.

recitation in any designated subject consumes at least one period of forty-five minutes. This makes a total of one and one-half hours per day, or seven and one-half hours per week, of required time per pupil for each subject with a credit of one unit.

A study of 85,000 secondary-school pupils made by Uhl[2] reveals the fact that the amount of daily expenditure of time (an average of one and one-half hours) for the preparation of the Latin lesson is considerably greater than the amount of time required for the preparation of any other secondary-school subject. This study also shows that the average amount of time spent in preparation increases with each year's study of Latin. The studies by Grise[3] and Swan[4] show that an even greater amount of time is spent in the preparation of a Latin lesson than is shown by Uhl.

The great amount of time and energy exacted from so large a number of pupils demands a justification in the acquisition of desirable and worthwhile knowledges, abilities, habits, attitudes, and appreciations which will function after the school experience has passed.

OBJECTIVES OF THE STUDY OF LATIN

The American Classical League in the report of its recent investigation analyzes the valid objectives of the study of Latin in the secondary school.[5] These objectives are classified as immediate and ultimate. By immediate objectives is meant the skills necessary for attaining the ultimate objectives. These objectives may cease to function when the study of Latin has ceased. By ultimate objectives is meant the habits, abilities, and knowledges which function after the school study of Latin is past. The ultimate objectives are listed in three groups: (1) Instrumental and application objectives; (2) Disciplinary objectives; (3) Cultural objectives.[6]

The bases of the analyses of these objectives were (1) a score card for the relative evaluation of objectives year by year which was filled out by three hundred Latin teachers in various

[2] Uhl, W. L., "How Much Time for Latin?" *The Classical Journal* 19: 215; "The Time Element in High School." *School Review* 32:105, also *Classical Investigation Report*, Part I, p. 90.
[3] Grise, F. C., *Content and Method in High School Latin.*
[4] Swan, R., "Content and Method in High School Latin." (Master's Thesis, Indiana University.)
[5] *Classical Investigation Report*, Part I, Chap. III, p. 32.
[6] *Ibid.*, pp. 33-34.

parts of the country; (2) a comprehensive questionnaire filled out by 1150 experienced teachers of high-school Latin; (3) a symposium on the disciplinary aims of Latin to which seventy leading professors of education and psychologists contributed.

A tabulation of these opinions resulted in the following evaluation of valid ultimate objectives:[7]

[The Roman numeral under each item indicates the year in a four-year high school course; the small figure indicates the rank of importance of the objective for the year to which it is attached.]

1. Increased understanding of those elements in English which are related to Latin.
   I[1] II[1] III[4] IV[6]
2. Increased ability to read, speak, and write English.
   I[2] II[2] III[1] IV[1]
3. Increased ability to learn other foreign languages.
   I[6] II[6]
4. Development of correct mental habits.
   I[4] II[4] III[3] IV[3]
5. Development of an historical and cultural background.
   I[3] II[3] III[2] IV[2]
6. Development of right attitudes toward social situations.
   I[5] II[5] III[5] IV[5]
7. Development of literary appreciation.
   III[6] IV[4]
8. Elementary knowledge of the simpler general principles of language structure.
   I[7] II[7] III[7]
9. Improvement in the literary quality of the pupils' written English.
   IV[7]

An examination of this list shows that the objective which was judged as the most important by those participating in this phase of the investigation was No. 2—*Increased ability to read, speak, and write English.* This is ranked as the first objective

[7] *Ibid.*, p. 78.

for the third and fourth years and as the second objective for the first and second years. The objective considered of greater importance for the first and second years was No. 3—*Increased understanding of those elements in English which are related to Latin.*

Since the Latin teachers of the secondary schools as represented by the Classical League agree that *the first aim of the study of Latin is to increase the ability to read, speak, and write English,* the degree of attainment of this objective by 940,000 Latin students giving one and one-half hours a day during a school year to the study of Latin is a matter of deep concern.

An important factor in the improvement of English through the study of Latin is the quality of English used in the oral and written responses of the pupils to the various situations involved in carrying out a Latin program. In a discussion on increasing the ability to speak and write correct and effective English through training in adequate translation, the following statements are made by those conducting the Classical Investigation: [8]

> Translation into adequate English of the thought comprehended has a special function in the development of ability to speak and write correct and effective English.
>
> The extent to which translation contributes to the attainment of this objective (to increase the pupil's ability to speak and write English) depends not only upon comprehension of the thought in the Latin, but also upon the adequacy of the English employed in translating the thought comprehended.

An examination of oral and written translations will reveal the quality of English used by Latin students. The findings of such an investigation will indicate whether Latin translations are contributing to the improvement of the English of Latin students. A study made by Miller and Briggs [9] of more than three hundred translations of prepared passages in Cicero shows that 34 per cent of the translations conveyed no reasonable meaning, 40 per cent were classed as "translation English," while 26 per cent were considered acceptable English. When the Leonard Scales [10] were in the making, several thousand transla-

[8] *Classical Investigation Report,* Part I, pp. 45-48.

[9] Miller, S. R. and Briggs, T. H., "The Effect of Latin Translations on English," *School Review,* 31: 756.

[10] Leonard, S. A., "Scales for Improving the Quality of Translations," *Classical Investigation Report,* Part II, Chap. IV.

tions of prepared passages from Caesar, Cicero, and Vergil were rated by Latin teachers. Of the 1,288 Caesar passages 46 per cent were rated below the standard of acceptable English.

In view of the number of pupils affected, the importance of the objective involved (to improve the quality of English), and the evidence of the low quality of English used in Latin translations, which the two studies show, further investigation of the situation seemed most desirable.

STATEMENT OF THE PROBLEM

Do Latin students use correct and effective English in Latin translations?

The question immediately resolves into several related questions:

1. What is the quality of the English used in Latin translations?
2. How does the English in Latin translations compare with the English in English compositions?
3. How effective are the words used in Latin translations?
4. What errors in grammar, rhetoric, and spelling occur in the English of Latin translations?

SOURCE AND KIND OF DATA

Latin and English examination books from the College Entrance Examination Board were made available for this study. Books written by students who had completed four years of secondary-school Latin were chosen. These books represent the most select group possible for such a study. The fourth year of the secondary school is the most select year in the organization, the Latin students the most select group in the school enrollment, and those Latin students applying for admission to college represent the most select group from the Latin enrollment of the fourth year. Out of every hundred who begin the study of Latin in the ninth grade, 14 continue the study through the twelfth grade (four years). The positive results obtained from such a group will equal or exceed results obtained on any of the lower levels.

The College Entrance Examination Board conducts examinations at 52 centers in the United States representing every state in the Union, all the territories, and six foreign countries. These

contacts with various sections of the country make the books used in this study representative of the fourth-year high school students preparing for college entrance. The results obtained from a study of these books are, therefore, not restricted to any particular section of the country or to any particular type of school.

Latin Examination Books. These books are called the Latin Comprehensive 4 and were written under the Old Plan [11] in June 1922. The distribution of marks on the Latin examination books taken from the annual report for 1922 [11] is as follows:

Range	%
90–100	3.6
75– 89	25.4
60– 74	38.8
50– 59	11.3
40– 49	12.2
0– 39	15.6
Total number of books	468

One hundred and fifty books were used in this study. They were selected as follows:

	Range
A. *The fifty highest marks.* This is known as *Group A* throughout this study	97%–80%
B. *The fifty receiving marks including 60 per cent and above.* This is known as *Group B* throughout this study	65%–60%
C. *The fifty lowest marks.* This is known as *Group C* throughout this study	35%– 3%

English Examination Books. The English examination book written by each Latin student involved in this study was selected. This gave one hundred and fifty English examination books. All the students in the groups studied had completed four years of secondary-school English. The marks on the English examination books are not restricted in groups according to high marks, average marks, or low marks in English, but are scattered throughout the entire range. Each English book falls into Group A, B, or C according to the placement of its corresponding Latin

[11] See *Twenty-Second Annual Report of the Secretary,* College Entrance Examination Board, p. 38.

book. The following is the spread of scores for each English group:

	Range
Group A	90%–50%
Group B	95%–34%
Group C	95%–29%

Latin Material Used.[12] A sight translation question under Part IV of the 1922 examination was chosen for this study. The selection, which was taken from Cicero's *Pro Cluentio,* is as follows.

Translate:

[*Cicero praises the reign of law.*]

Tu mihi concedas necesse est indignum esse in ea civitate, quae legibus contineatur, discedi ab legibus: hoc enim vinculum est huius dignitatis, qua
1. fruimur in re publica, hoc fundamentum libertatis, hic fons aequitatis; mens et animus et consilium et sententia civitatis posita est in legibus; ut corpora nostra nervis et sanguine et membris sine mente, sic civitas sine lege suis partibus uti non potest. Legum ministri magistratus, legum interpretes iudices,
2. legibus denique omnes ea causa servimus, ut liberi esse possimus. Quid est, Q. Naso, cur tu in isto loco sedeas? vos autem, iudices, quam ob rem ex tanta
3. multitudine civium tam pauci de hominum fortunis sententiam fertis? cur mihi tam diu potestas dicendi datur? Opinor haec omnia lege fieri totum-
4. que hoc iudicium quasi mente quadam legis regi et administrari.

—*Pro Cluentio*: 146–147 (adapted).

Translation by Dr. Gonzalez Lodge, Professor of Latin, Teachers College, Columbia University:

You must of necessity grant me that it is improper in a state which is held together by laws, for the laws
1. to be departed from: for this (principle) is the basis of the dignity which we enjoy in the republic, this the

[12] See Appendix for a copy of the examination questions of 1922.

foundation of (our) freedom, this the source of (our) fair-dealing. The mind, the spirit, the wisdom, the judgment of the state is established in the laws. As our bodies can not make use of the sinews and blood and limbs without the mind, so the state can not make use of its (various) parts without the law. (It is) the laws of (which) the magistrates are the min-
2. isters, (it is) the laws of (which) the jurors are the interpreters, in fine (it is) the laws of (which) we all are servants, to this end, that we may have the power to be free. What is (the reason), Q. Naso, that you are seated in that place? You too, Jurors,
3. for what reason do you, (though) so few (in numbers) out of the great multitude of citizens, render judgment on the fortunes of men? Why am I given the privilege of speaking so long? I imagine that
4. these all come to pass by law, and that this whole trial is governed and administered by the mind, as it were, of the law.

This selection is not included in the regular four-year secondary-school Latin course. It was given on the examination as a test in sight reading. The selection from Cicero was chosen for this study instead of the selection from Vergil because the translation of a prose passage is adapted better to the measures available for studying the quality of English composition, and obviates the in˜uence of Latin poetry on English prose.

English Material Used.[13] An English composition written on a subject chosen from a list of fifteen subjects was used in comparing the English in English compositions with the English in Latin translations.

GENERAL STATEMENT OF THE PROCEDURE

Problem 1: *What is the quality of the English in Latin translations?*

Part I. The Latin translations were classified into the following groups: (1) Acceptable English (A), (2) Translation English (T), (3) No Meaning English (N).

Part II. Each translation was scored for effectiveness of com-

[13] For a copy of the English examination questions see Appendix.

position and choice of words by translations written by Dr. Gonzalez Lodge, Professor of Latin, Teachers College, Columbia University, and Dr. Charles Knapp, Professor of Latin, Barnard College, Columbia University.

Problem 2: *How does the English in Latin translations compare with the English in English compositions?*

The Latin translations and the English compositions were measured by the Hudelson English Composition Scale [14] for quality of composition.

Problem 3: *How effective are the words used in Latin translations?*

Thirty-six critical words in the translation of the Cicero passage were marked by Dr. Lodge. A record was made of all translations of the thirty-six marked words. Each translation was checked for the number of words used which corresponded to the translations suggested by Dr. Lodge and Dr. Knapp.

Problem 4: *What errors in grammar, rhetoric, and spelling occur in the English of Latin translations?*

A record was made of the errors in grammar, rhetoric, and spelling which occurred in the English of the Latin translations.

[14] Hudelson, Earl, *Hudelson English Composition Scale.*

CHAPTER II

THE QUALITY OF ENGLISH USED IN LATIN TRANSLATIONS

PROBLEM: *What is the quality of English used in Latin translations?*

PROCEDURE

In an attempt to determine the quality of English used in Latin translations two separate procedures were used.

1. All translations were classified into the following classes:

Acceptable English (A)
Translation English (T)
No Meaning English (N)

The classifications made were checked by having fifty Latin teachers and fifty English teachers rate sample translations chosen from the one hundred and fifty translations studied.

2. All translations were measured by two translations written by two Latin specialists: (*a*) Translation by Dr. Gonzalez Lodge, Professor of Latin, Teachers College, Columbia University, (*b*) translation by Dr. Charles Knapp, Professor of Latin, Barnard College, Columbia University.

In this part of the study the translations were measured for (*a*) *the effectiveness of the English used,* and (*b*) *the number of words used by each student which were identical with the words used by Dr. Lodge and Dr. Knapp.*

PART I

CLASSIFICATION OF TRANSLATIONS AS (1) ACCEPTABLE ENGLISH, (2) TRANSLATION ENGLISH, (3) NO MEANING ENGLISH

SUMMARY OF FINDINGS

1. The classification of the translations[1] written by the one

[1] For a translation of the passage studied, see Chap. I, p. 7.

hundred and fifty students involved in this study shows the following per cents under each class:

Acceptable English	33.3%
Translation English	18.3%
No Meaning English	47.7%
Omitted	.7%

2. The fifty students making up the high group wrote 74.5 per cent of their translations in acceptable English; the middle group, 22.5 per cent; the low group, only 3 per cent.

3. The largest per cent (32.5%) of translation English used was found in the middle group; 13 per cent of the passages written by the high group were in translation English; the low group wrote 9.5 per cent in translation English.

4. The highest per cent (85.5%) of English with no meaning was found in the low group; the middle group wrote 45 per cent in English that had no meaning; the high group used English with no meaning in 12.5 per cent of their translations.

5. Group A (high) ranked first in acceptable English used; Group B (middle) ranked first in the amount of translation English used; Group C (low) ranked first in writing translations in English with no meaning.

6. The same quality of English was not used throughout the entire passage. The classification of the four sentences making up the selection gives different per cents for each sentence in each class. Sentence 2 [2] had the highest per cent of acceptable English; Sentence 2 had the highest per cent of translation English; Sentence 3 had the highest per cent of no meaning English. Sentence 1 ranked third in acceptable and translation English, and second in English that had no meaning. Sentence 4 ranked second in acceptable and translation English, and third in English with no meaning.

7. The classification of the same passages by Latin teachers and English teachers shows a great difference of opinion as to the merit of the passages. There was great variation in grading within the groups and between the groups.

8. The correlation ($-.19 \pm .09$) of the averages of ratings given by Latin teachers and English teachers to the same trans-

[2] For a translation of the passage studied, see Chap. I, p. 7. The number of the sentence is indicated on the margin.

lations shows very little similarity between the ratings of Latin teachers and the ratings of English teachers.

TREATMENT OF DATA

The passage from Cicero's *Pro Cluentio*[3] which was used in this study is a selection made up of four sentences. Since one hundred and fifty translations were used, a total of six hundred sentences were classified in this part of the investigation. The following questions were applied to each sentence in each translation:

1. Is this sentence written in acceptable English?
2. Is the English in this sentence a transverbalization, translation English?
3. Does this sentence convey any sensible meaning?

In order to answer these questions the following definitions were set up:

1. *Acceptable English* (A) is that English which conforms to the accepted standards of usage; is structurally and idiomatically correct.
2. *Translation English* (T) is that English which is grammatically correct but idiomatically faulty.
3. *No Meaning English* (N) is that English which is grammatically incorrect and idiomatically faulty; is not sensible.

These definitions were derived from statements made by several Latin and English specialists. The accuracy of the translation from the original Latin was not considered in this study.

DISCUSSION OF CLASSIFICATIONS

The classification was made for each of the four sentences in each translation. The average of the ratings, given the four sentences in a selection, determined the rating of the entire passage. The results were tabulated for the three groups, Group A (highest ratings on examination books); Group B (middle ratings), Group C (lowest ratings). The findings are also given in terms of the total number included in the study. In Table I the results of the classifications of the translations are brought together.

[3] For the original selection and translation, see Chap. I, p. 7.

TABLE I

CLASSIFICATION OF TRANSLATIONS BY SENTENCES FOR EACH GROUP INTO (1) ACCEPTABLE ENGLISH, (2) TRANSLATION ENGLISH, (3) NO MEANING ENGLISH

Classification of Translations	Sentence 1		Sentence 2		Sentence 3		Sentence 4		Total	Aver.
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Acceptable English										
50-A. High Group	33	66	42	84	34	68	40	80	149	74.5
50-B. Middle Group	7	14	15	30	4	8	19	38	45	22.5
50-C. Low Group	1	2	4	8	1	2	--	--	6	3.0
150—Total No.	41		61		39		59		200	
Average Per Cent		27.3		40.7		26		39.3		33.3
2. Translation English										
50-A. High Group	8	16	5	10	8	16	5	10	26	13.0
50-B. Middle Group	14	28	22	44	13	26	16	32	65	32.5
50-C. Low Group	3	6	12	24	--	--	4	8	19	9.5
150—Total No.	25		39		21		25		110	
Average Per Cent		16.6		26		14		16.7		18.3
3. No Meaning English										
50-A. High Group	9	18	3	6	8	16	5	10	25	12.5
50-B. Middle Group	29	58	13	26	33	66	15	30	90	45.0
50-C. Low Group	45	90	34	68	49	98	43	86	171	85.5
150—Total No.	83		50		90		63		286	
Average Per Cent		55.5		33.3		60		42		47.7
Omitted	1	.6					3	2	4	.7
Total	150	100	150	100	150	100	150	100	600	100

This table reads: Of the fifty pupils receiving high ratings (Group A) on the Latin examination books, 33 (66%) wrote the first sentence of the Cicero translation in acceptable English; 42 (84%) wrote the second sentence in acceptable English; 34 (68%) wrote the third sentence in acceptable English; 40 (80%) wrote the fourth sentence in acceptable English. Of the 200 translations written by Group A, 149 (74.5%) were in acceptable English.

Table II brings the classification together by groups and gives the coefficient of contingency computed to find out whether a sufficient number of cases was used in this study to justify valid conclusions.

A careful reading of the items contained in Tables I and II shows the following facts:

1. Of all the acceptable English written by the entire number of students 74.5 per cent was written by the high Group A; 22.5 per cent by the middle Group B; while only 3 per cent of the translations written by the low group were considered acceptable English.

2. The high group wrote 13 per cent of their translations in translation English; the middle group 32.5 per cent; and the

TABLE II

CLASSIFICATION OF TRANSLATIONS BY GROUPS INTO (1) ACCEPTABLE ENGLISH, (2) TRANSLATION ENGLISH, (3) NO MEANING ENGLISH

Classification of Translations	Group A		Group B		Group C		Total	
	No.	%	No.	%	No.	%	No.	%
1. Acceptable English	149	74.5	45	22.5	6	3	200	33.3
2. Translation English	26	13.0	65	32.5	19	9.5	110	18.3
3. No Meaning English	25	12.5	90	45.0	171	85.5	286	47.7
Omitted					4	.7	4	.7
Total	200	100	200	100	200	100	600	100

Summary:

1. Acceptable English	33.3%
2. Translation English	18.3%
3. No Meaning English	47.7%
Omitted	.7%
Total	100.0%

Coefficient of Contingency: .60 ± .02

low group used translation English in 9.5 per cent of their translations.

3. Group A (high) had 12.5 per cent of their translations written in English with no meaning; 45 per cent of the translations written by Group B (middle) had no meaning; and 85.5 per cent of the passages written by Group C (low) were classed as having no meaning.

4. In the total number of sentences written by each group the following ranks are given according to the size of the per cent attached to each group for each class:

		Rank	Per Cent
Acceptable English	Group A	1	74.5
	Group B	2	22.5
	Group C	3	3.0
Translation English	Group B	1	32.5
	Group A	2	13.0
	Group C	3	9.5
No Meaning English	Group C	1	85.5
	Group B	2	45.0
	Group A	3	12.5

Figures 1 and 2 show the classification of translations by groups. Figure 1 gives the per cents in each class, and Figure 2 shows the number of sentences in each class for each group.

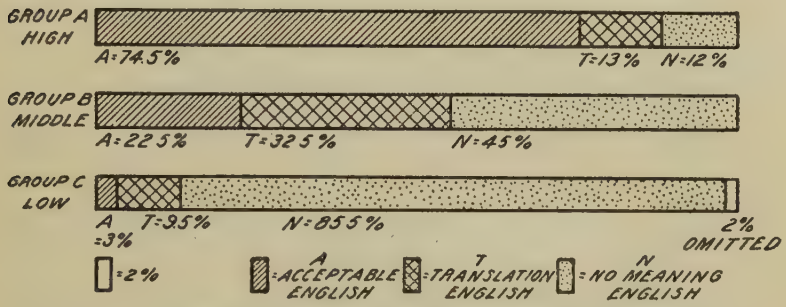

FIG. 1. CLASSIFICATION OF TRANSLATIONS WITH THE PER CENT FOR EACH GROUP

5. (*a*) *Sentence 1* [4] was written in acceptable English by 27.3 per cent of the total 150 students; in translation English by 16.3 per cent; and 55.5 per cent wrote English that had no meaning.

(*b*) *Sentence 2* was written in acceptable English by 40.7 per cent of the total 150 students; in translation English by 26.0 per cent; and 33.3 per cent used English that had no meaning.

(*c*) *Sentence 3* was written in acceptable English by 26.0 per cent of the total 150 students; in translation English by 14.0 per cent; and 60 per cent used English that had no meaning.

(*d*) *Sentence 4* was written in acceptable English by 39.3 per cent of the total 150 students; in translation English by 16.7 per cent and 42 per cent used English that had no meaning.

6. An examination of the per cents awarded to each sentence in the classification shows the following ranks:

		Rank	Per Cent
Acceptable English	Sentence 2	First	40.7
	Sentence 4	Second	39.3
	Sentence 1	Third	27.3
	Sentence 3	Fourth	26.0
Translation English	Sentence 2	First	26.0
	Sentence 4	Second	16.7
	Sentence 1	Third	16.6
	Sentence 3	Fourth	14.0

[4] For the translation of the passage with the sentences numbered, see Chap. I, p. 7.

No Meaning English	Sentence 3	First	60.0
	Sentence 1	Second	55.5
	Sentence 4	Third	42.0
	Sentence 2	Fourth	33.3

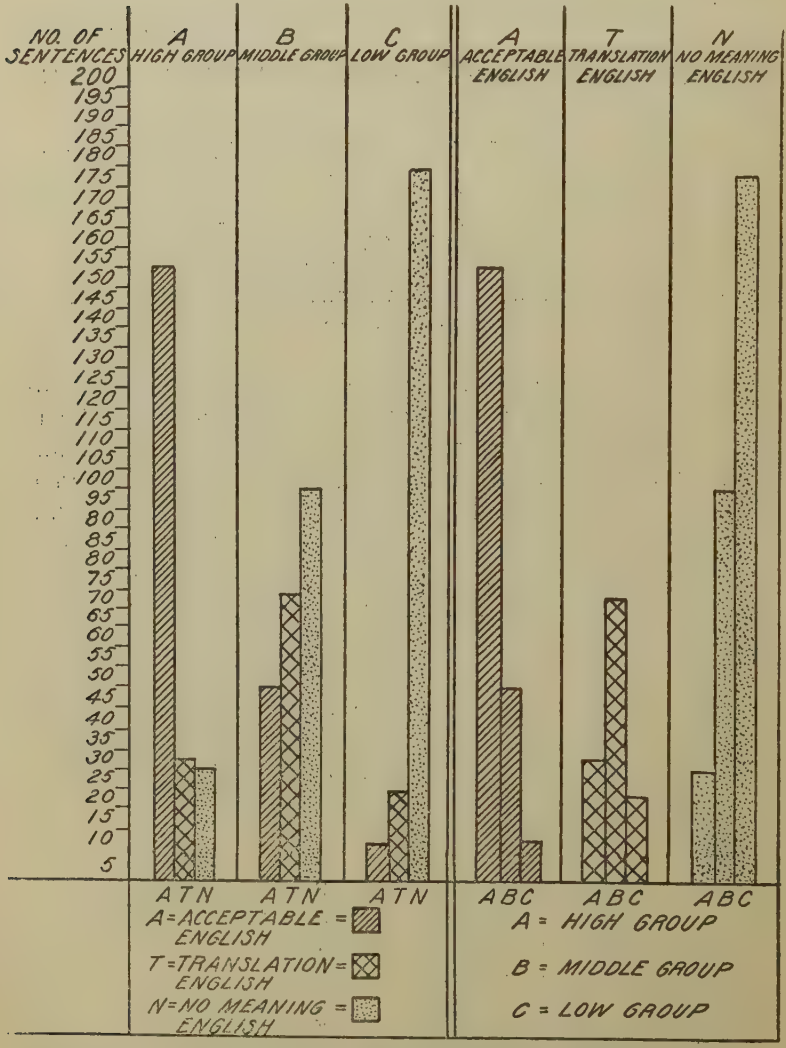

FIG. 2. CLASSIFICATION OF THE TRANSLATIONS OF EACH GROUP GRAPHED BY THE NUMBER OF SENTENCES

7. Sentence 2 had the highest per cent of acceptable English. Sentence 3 had the lowest per cent of acceptable English. Sentence 2 had the highest per cent of translation English. Sentence 3 had the lowest per cent of translation English. Sentence 3 had the highest per cent of no meaning English. Sentence 2 had the lowest per cent of no meaning English. Sentences 1 and 4 have the same ranking in acceptable English and in translation English. Sentence 2 has the highest rating of acceptable English in all three groups.

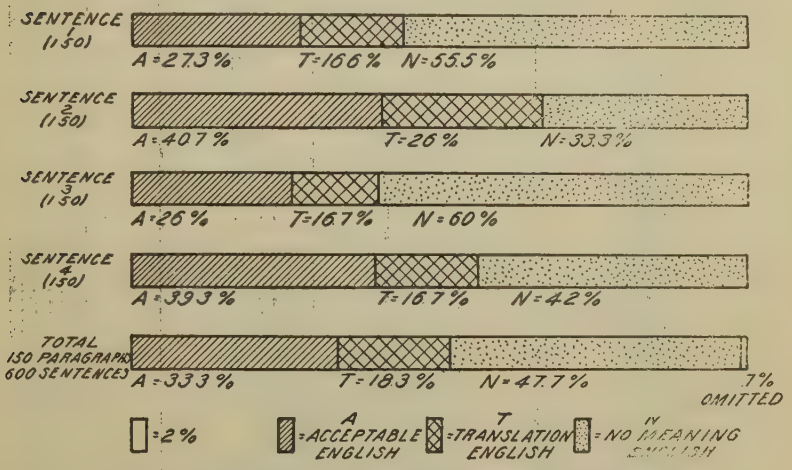

Fig. 3. Classification of Sentences with the Per Cent of Each Class Used in Each Sentence

Figures 3 and 4 show the classification of each sentence by groups. Figure 3 gives the per cent of each class to a sentence and Figure 4 gives the classification of each sentence in groups graphed by the number of students in each group.

When the sentences are combined into one paragraph, 33.3 per cent of all paragraphs were considered acceptable English; 18.3 per cent were classed as translation English; 47.7 per cent of the paragraphs were written in English that had no meaning. The omissions amounted to .7 per cent.

RELIABILITY OF SCORING

A coefficient of contingency of .60 ± .02 was obtained. This coefficient means that the correlation is higher than zero by

.60. Zero correlation represents the relationship based on pure chance. A coefficient of contingency of .60 is sufficiently higher than a pure chance situation to justify the conclusion that the situation studied is not a pure chance situation, and that a sufficient number of cases are used in the study to make the conclusions valid.

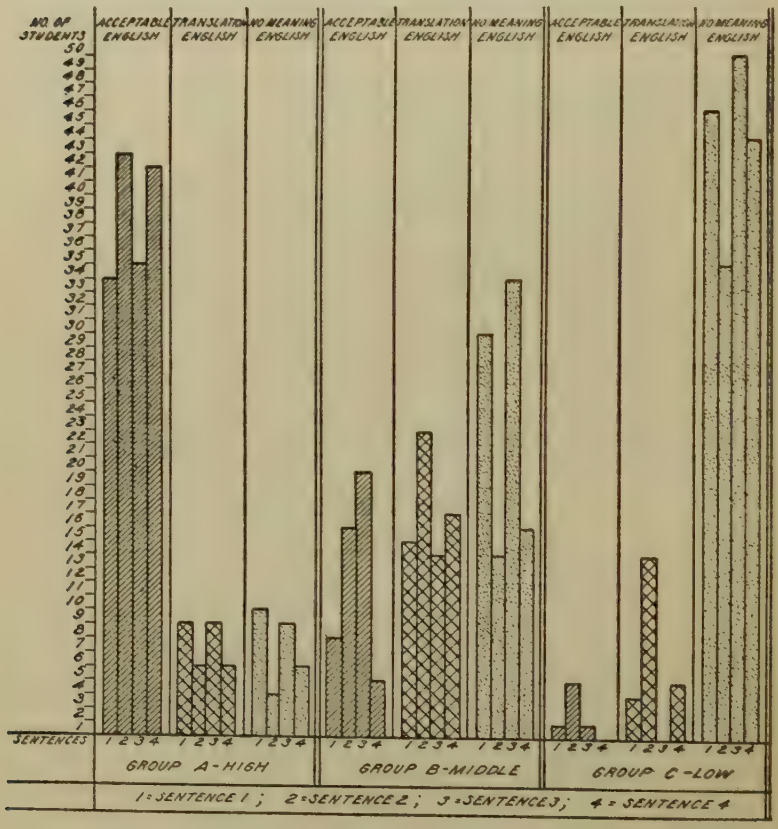

Fig. 4. Classification of Sentences by Groups Graphed by the Number of Students in Each Class

In order to get a check on the personal equation in the classifications which were made, fifty Latin teachers and fifty English teachers were requested to classify thirty-five translations selected at random from the one hundred and fifty translations

TABLE III

A Comparative Table of Scores* Assigned by Three Judges to Thirty-five Translations

Scorers	Translations 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	Total 1	Total 2	Total 3	% 1	% 2	% 3
A. An English Specialist	1 1 1 1 1 1 1 2 1 3 1 1 3 1 2 2 1 1 1 3 3 2 2 1 1 1 2 2 1 1 2 2 3 2 1	20	10	5	57.2	28.5	14.2
B. A Latin Specialist	1 1 1 2 2 2 1 1 1 3 1 2 3 2 2 3 1 2 3 3 2 3 3 2 1 2 2 2 1 3 3 3 3 2 2	10	14	11	28.5	40.0	31.4
C. Original Scorer	1 1 1 1 1 2 1 2 1 3 1 2 3 1 2 3 1 1 2 3 2 3 2 1 1 1 2 2 1 1 3 2 3 2 1	17	11	7	48.5	31.4	20.0

* Score 1=Acceptable English; Score 2=Translations English; Score 3=No Meaning English.

used in this study. The results of the classifications show a great difference of opinion between Latin and English teachers as well as a great difference between the Latin teachers themselves as to the merit of the English used in the translations. Table III gives a sample of the ratings made, and includes ratings by specialists in Latin and English who rank very high in their special fields.

A comparison of the per cent of awards made to each class by each scorer shows that the English specialist considers a larger number of the translations to be acceptable English than either the Latin specialist or the scorer making this study. The per cent allowed acceptable English by the Latin specialist is considerably lower than the amounts allowed by the other two scorers. This leaves larger per cents of translation English and no meaning English in the scores given by the Latin specialist. On the basis of this scoring by the Latin specialist the per cent of acceptable English found in this study would be considerably lower and the per cent of translation English and English with no meaning would be materially increased.

Part II

Comparison of One Hundred and Fifty Latin Translations Written by College Entrance Candidates With Translations Written by Two Latin Specialists

The two translations used as measures in this part of the study will be designated as the *Lodge Translation*[5] and the *Knapp Translation.*[6] Each translation was scored for (1) effectiveness of the English used, and (2) the number of words used by each student which were identical with the words used by Dr. Lodge and Dr. Knapp. These scores will be spoken of as (1) *Lodge-Quality* and *Knapp-Quality,* (2) *Lodge-Number* and *Knapp-Number.*

SUMMARY OF FINDINGS

1. The scores in number of identical words and the scores in the quality of English measured by the Lodge translation are

[5] Translation by Dr. Gonzalez Lodge, Professor of Latin, Teachers College, Columbia University. See Chap. II. p. 23.

[6] Translation by Charles Knapp, Professor of Latin, Barnard College, Columbia University. See Chap. II. p. 29.

very much alike and are consistently low. Group A (high) runs slightly higher in quality of English than in choice of words; Group C (low) is a little higher in choice of words than in quality of English.

2. No student equalled the Lodge performance in choice of words or in effectiveness of English.

3. The scores were piled up at the low end of the scale in both choice of words and in quality of English.

4. The central tendencies of the groups are very similar.

5. The following correlations were obtained between Lodge-Number and Lodge-Quality:

Group A	$.84 \pm .03$
Group B	$.64 \pm .06$
Group C	$.46 \pm .08$
Total	$.79 \pm .03$

6. All correlations are high except Group C (low). There is, therefore, a small degree of relationship between the choice of words and the quality of English for the low group. There is a high degree of correspondence between choice of words and quality for the other groups and for the total number. The highest amount of likeness is found in Group A (high), $.84 \pm .03$.

7. The differences between the means are small and not significant.

8. The correlations between Knapp-Number and Knapp-Quality are:

Group A	$.82 \pm .04$
Group B	$.59 \pm .07$
Group C	$.56 \pm .07$
Total	$.84 \pm .02$

9. These correlations show almost the same conditions as were revealed in the Lodge study. Group B, however, falls lower than the corresponding group in the Lodge correlations. Group C is higher in the Knapp correlations. Group A and the total show a high degree of relationship between the choice of words and the quality of English.

10. The mean scores show very little difference in the Knapp study. The favor is slightly toward the Knapp-Number. The Knapp translation gives a larger number of optional renderings than the Lodge translation.

11. One student equalled the performance of the Knapp translation in the choice of words. No student equalled the translation by Dr. Knapp in effectiveness of English. One student made a score of 2 in effectiveness of composition measured by the Knapp translation. There were very few high scores.

12. The Lodge and Knapp results are almost identical. Correlations between the Knapp and the Lodge items are:

		Group A	Group B	Group C	Total
(1)	Lodge-Number Knapp-Number	.94 ± .02	.85 ± .03	.93 ± .02	.93 ± .02
(2)	Lodge-Quality Knapp-Quality	.92 ± .02	.88 ± .03	.87 ± .03	.93 ± .03

13. These correlations show that the agreement between the measures used is very high. The finding of low scores indicates that the Latin translations written by many candidates for entrance to college do not meet the standards of good English and do not exhibit a discriminating choice of words.

A. Comparison of the Translations of Students With the Lodge Translation

Treatment of Data

The Latin translations of the students were scored by the Lodge translation.[7] The translator marked thirty-six words, phrases, and clauses in the passage which he considered as critical points in the translation. A critical word or point is a word the effectiveness of which materially affects the quality of the English of the passage. Several renderings were given for each of these thirty-six words, phrases, and clauses. The translations of the students were scored twice. This gives each student two scores:

1. For the number of words used which agreed with the translations of the thirty-six words and their optional renderings suggested by Dr. Lodge. This is known as the *Lodge-Number* score.
2. For the effectiveness of the English used compared with the English used in the Lodge translation. This is known as the *Lodge-Quality* score.

[7] Translation by Dr. Gonzalez Lodge, Professor of Latin, Teachers College, Columbia University. See Chap. II. p. 23.

THE LODGE TRANSLATION

The following is a copy of the translation by Dr. Lodge with the thirty-six marked words, phrases, and clauses and their several renderings: [8]

[*Words in parentheses are optional translations.*]

1. (It is necessary that you) 2. 3. (scandalous) (wrong)

"*You must of necessity grant me* that it is *improper* in a

4. (controlled)

state which is *held together* by laws, for the laws to be

5. (evaded) 6. (support) (bond)

departed from: for this (principle) is the *basis* of the

7. (prestige) (high regard) 8. (commonwealth)

dignity which we enjoy in the *republic,* this the

9. 10.

foundation of (our) freedom, this the *source* of (our)

11. 12. 13. 14. (counsel)

fair-dealing. The *mind,* the *spirit,* the *wisdom,* the

15. (opinion) 16. (located)

judgment of the state is *established* in the laws. As our

17. (enjoy) 18. (muscles)

bodies cannot *make use* of the *sinews* and blood and

19. (members)

limbs without the mind, so the state cannot make use

20. (divisions)

of its (various) *parts* without the law. (It is) the

[8] For a copy of the original Latin, see Chap. I, p. 7.

21.
(The magistrates are ministers of the laws)
laws of which the magistrates are ministers, (it is) the
22. 23.
(the jurors are the interpreters of the laws) (finally)
laws of (which) the jurors are the interpreters, in fine
24. 25.
(we all are servants of the laws) (for this
(it is) *the laws of (which) we all are servants to this*
26.
reason)
end, that *we may have the power to be free. What is*
27.
the reason, Q. Naso, that you are seated in that place?
28.
(Judges)
You too, *Jurors,* for what reason do you, (though) so
29.
(so great a number of citizens)
few (in numbers) *out of the great multitude of citizens,*
30. 31.
(your opinion)
render *judgment* on the *fortunes* of men? Why am I
32. 33.
(I am of the opinion)
(power) (I think)
given the *privilege* of speaking so long? *I imagine* that
34.
(happen)
these all *come to pass* by the law, and that this whole
35. 36.
trial is governed and administered by the *mind,* as it

were, of the law."

VALUE OF SCORES

In order to get a scale and guide for scoring, the following values were set up:

Score	1 Total No. Identical Words bet. Student and Lodge Trans.	Score	2 Quality of English
1	36 and 35	1	Superior +
2	34 and 33	2	Superior
3	32 and 31	3	Superior −
4	30 and 29	4	Excellent +
5	28 and 27	5	Excellent
6	26 and 25	6	Excellent −
7	24 and 23	7	Good +
8	22 and 21	8	Good
9	20 and 19	9	Good −
10	18 and 17	10	Fair +
11	16 and 15	11	Fair
12	14 and 13	12	Fair −
13	12 and 11	13	Poor +
14	10 and 9	14	Poor
15	8 and 7	15	Poor −
16	6 and 5	16	Very Poor +
17	4 and 3	17	Very Poor
18	2 and 1	18	Very Poor −

The results of the scoring are given in Table IV.

TABLE IV

STATISTICAL MEASURES FOR THE LODGE-NUMBER AND THE LODGE-QUALITY SCORES

Items		Range	Mean	S. D.	No. Cases
1. Scores by Lodge-Number	A*	17– 5	12.86	2.38	50
	B	16– 9	14.34	1.53	50
	C	17–12	15.40	1.35	50
	T	17– 5	14.20	2.09	150
2. Scores by Lodge-Quality	A	17– 3	11.76	3.22	50
	B	17– 9	13.94	2.22	50
	C	18–13	16.44	1.79	50
	T	18– 3	14.05	3.14	150

* A = High Group; B = Middle Group; C = Low Group; T = Total.

SCORES OF LATIN TRANSLATIONS MEASURED BY LODGE TRANSLATION

An examination of the distribution of the scores on the number of identical words and the scores on the quality of English shows that they are very much alike. In Group A the scores run slightly higher on the Lodge-Quality than on the Lodge-Number, but in Group C the Lodge-Number exceeds the Lodge-Quality by a few steps. The scores decrease from Group A to Group C. Group C, the low group, has no score under 12. No student equalled the Lodge performance either in number of words or in quality of English. All distributions are skewed toward the high scores, the scores for Group C being entirely in the low range. The means of distributions are very much alike. The smallest deviation is found in Group C. The distribution of the entire number shows a high degree of clustering around the low scores and very few high scores. The curves of the distributions graphed in Figure 5 show the variations and likenesses. These curves also show the large number of cases clustered about the low scores—18, 17, and 16.[9]

The scores on the Lodge-Number and the scores on the Lodge-Quality were correlated for the groups and for the total number. The following correlations were obtained:

Group A	$.84 \pm .03$[10]
Group B	$.64 \pm .06$
Group C	$.46 \pm .08$
Total	$.79 \pm .03$

These correlations show a high degree of relationship between the scores on the number of identical words and the quality of English. Group A shows the highest degree of correspondence, and Group C the lowest amount of likeness.

Table IV, which gives the statistical measures for the Lodge-Number and the Lodge-Quality scores, shows that there is very little difference between the two items. Table V gives the amount of difference between the means, together with the probable error of these differences.

The results given in Table V show that there is no significant difference between the measures, since the differences between the means is not four times as great as the probable error of the difference. Group C shows some difference. The entire array

[9] See Figure 5, page 27.

[10] All correlations were computed by the Toops Method, and the P. E. taken from the Toops-Miner-Serviceable P. E. Table.

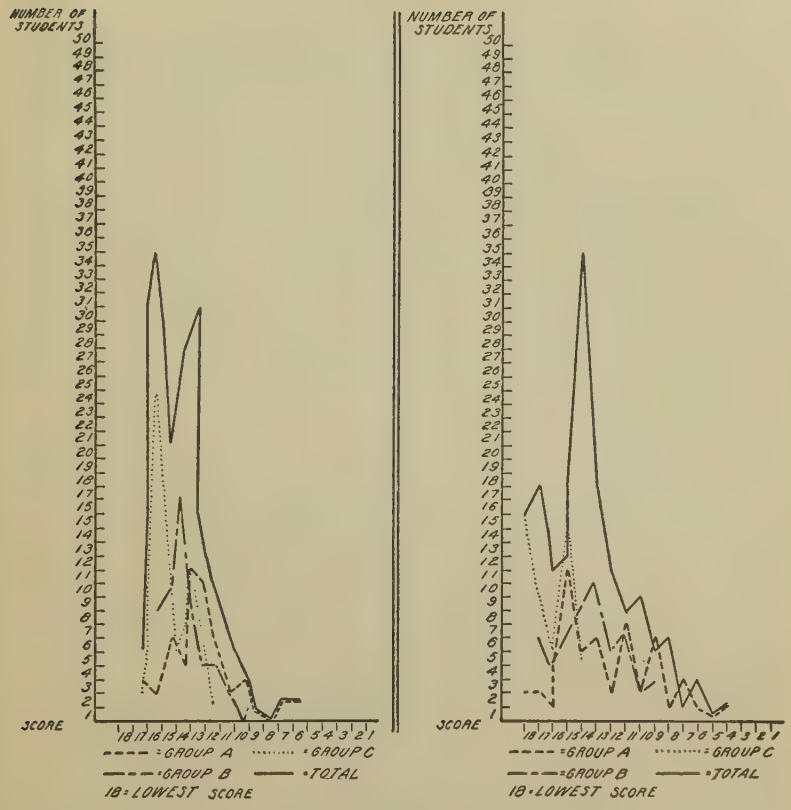

FIG. 5

LODGE-NUMBER

Distribution of Scores by Groups and Total on the Number of Words in Agreement with the Lodge Translation

LODGE-QUALITY

Distribution of Scores by Groups and Total on the Quality of English Compared with the Lodge Translation

TABLE V

DIFFERENCES BETWEEN THE MEANS OF THE LODGE-NUMBER SCORES AND THE LODGE-QUALITY SCORES WITH THE PROBABLE ERROR OF THE DIFFERENCES

Items	Group A	Group B	Group C	Total
1. Lodge-Number—Means	12.86	14.34	15.40	14.20
2. Lodge-Quality—Means	11.76	13.94	16.44	14.05
Difference	1.10	.40	− 1.04	.15
P. E. Difference	.38	.26	.21	.20
Real Difference?*	No	No	Yes	No

* In order to have a real difference, the difference between the means must be at least four and one-half times as great as the P. E. of the difference.

of data shows that the number of words agreeing with the Lodge translation, and the quality of English in the passage compared with the Lodge translation, are very closely related.

B. COMPARISON OF TRANSLATIONS OF STUDENTS WITH THE KNAPP TRANSLATION

TREATMENT OF DATA

The treatment given the data in the study with the Lodge translation was repeated in handling the material scored by the Knapp translation. The thirty-six words, phrases, and clauses marked in the Lodge translation were marked in the Knapp translation. Several renderings were given for these words by Dr. Knapp. Each translation was scored twice, each student receiving two scores:

1. For the number of words used which agreed with the thirty-six words and their optional renderings suggested by the Knapp translation. This is known as the *Knapp-Number* score.
2. For the effectiveness of the English used in the translations compared with the English used in the Knapp translation. This is known as the *Knapp-Quality* score.

THE KNAPP TRANSLATION

The translation of the Latin selection[11] with the optional translations suggested by Dr. Knapp for the thirty-six critical words is as follows:

[*Words in parentheses are optional translations.*]

1. 2.

(It is necessary that you) (concede)
"*You must* *grant* (to) me that in that

4. 3.
(not right)
(not fitting)
(improper)
(unseemly)
(wrong)
(not proper)
(the) state which is *held together* by laws it is *unworthy*

5.
(that there should be a departure from)
to depart from the laws, for they

6.
(they are what fastens, holds, ties together)
(fastening)
(this) are (is) the *bond*

7. 8.
(esteem)
(estimation)
(high position)
(reputation) (state)
(republic)
of this *dignity* which we enjoy in the *common-*

9.
(basis)
(foundation stone)
wealth, they (this) are (is) the *foundation* of

liberty (freedom, independence), they (this) are (is) the

10. 11. 12. 13.
(emotion)
(spring) (intelligence) (right feeling)
(source) (equity) (mind) (feeling)
fountain of *justice; reason* and *heart* and

[11] For the original Latin selection, see Chap. I, page 7.

14. 15. 16.
(are founded on)
(settled purpose) (rest on)
(purpose) (conviction) (are based on)
(planning) (decision) (are set on)
counsel and *thought* are *dependent on* the
17.
laws; just as our bodies *cannot* without mind (reason,
17. 18.
(blood)
intelligence, thought, understanding) *use* (their) *sinews,*
19.
(their) *limbs,* so the state (commonwealth) cannot,
20. 21.
(limbs) (agents)
(members) (ministers)
without the law, use its own *parts.* *The servants of*
21. 22.
(state officials)
(public officials)
the laws are the magistrates, the interpreters of the laws
22. 23. 24.
(the laws find us, every one,
serving them)
(acting as their slaves)
(finally) (the laws are served by us)
(jurymen) (in short) (we all serve the laws)
are the judges; in a word we are all (of us) slaves of
25. 26.
(with the purpose)
(with this design)
(to this end) (we can be free)
(with this aim) (we may be able to be free)
the laws for this sake *that we may find it possible to*
27.
(in yonder place)
(in yonder seat)
(that you are sitting where you are)
be free. Why is it, Q. Naso, that you are sitting in your
28.
(gentlemen of the jury)
seat? Why are you *judges*

29. (host)
(out of so great a mass of) (mass)
(out of the great (the so great) multitude)
30.
(making a decision)
(giving sentence)

so few out of the great mass of citizens passing judg-

31.
(destinies)
(property)
(goods)

ment on (about, concerning) the *fortunes* of men

(human beings), (your fellow men)? Why is the

32.
(power to speak so long)
(chance)
(privilege)

33.
(imagine)
(fancy)
(suppose)
(believe)

opportunity of speaking so long given to me? *I think*

34.
(are the result of)
(are being brought about)
(are brought to pass)
(are coming to pass)
(are due to)
(are being brought to pass)
(are being caused by)

that all these things are *being done* by law, and that

35.

this whole *trial* is being guided (ruled, directed) and administered (conducted, controlled) by what I may call

36.
(intelligence)
(soul)

the *mind* of the law (by the mind—if I may call it that

—of the law) by a kind of legal soul, legal intelligence."

Note: The words in parentheses without numbers are optional renderings of words or phrases not marked in the Lodge translation.

The method of scoring translations used in the Lodge study was used in scoring the translations in the Knapp study—eighteen steps both for the number of identical words and for the quality of English.[12] Results of the scoring are given in Table VI.

TABLE VI

STATISTICAL MEASURES FOR KNAPP-NUMBER AND KNAPP-QUALITY SCORES

Items		Range	Mean	S.D.	No.
1. Scores by Knapp-Number	A*	14– 1	10.52	2.79	50
	B	16– 8	11.78	1.78	50
	C	17–11	15.04	1.71	50
	T	17– 1	12.95	2.84	150
2. Scores by Knapp-Quality	A	15– 2	10.28	3.34	50
	B	16– 8	12.92	1.95	50
	C	18–11	16.14	1.75	50
	T	18– 2	13.11	3.43	150

* A = High Group; B = Middle Group; C = Low Group; T = Total.

SCORES OF LATIN TRANSLATIONS MEASURED BY KNAPP TRANSLATION

The distributions of scores for the Knapp-Number are almost the same as the distributions of scores for the Knapp-Quality. The means of the groups in each item are quite alike. In Group C the scores are clustered around the low end of the scale. This is also true of the total distribution, the curve being decidedly skewed toward the high scores. One student equalled the performance of the Knapp translation in having an equal number of words like the marked words in the translation. No student equalled the performance in quality of English. One student attained the score of 2, but there are very few high scores in the total distribution. An examination of the Knapp translation shows a large number of optional renderings. Figure 6 shows the curves of the distributions of the scores of each group and the total number. The likeness of the curves is very marked, as is also the large number of low scores.[13]

Correlations were obtained between the Knapp-Number and the Knapp-Quality scores with the following results:

Group A ..... .82 ± .04
Group B ..... .59 ± .07
Group C ..... .56 ± .07
Total ..... .84 ± .02

[12] For value of the scores, see page 25.
[13] See Figure 6, page 33.

These correlations show an interesting difference between the high group (A) and the two other groups. There is a much greater likeness between the number of identical words used and the quality of English used by the students who received the highest ratings on the examination books than between the choice of words and quality of English used by the middle and low groups. The correlation for the total number of students is practically the same as that for the high group (A). The middle and low groups show only a fair degree of likeness.

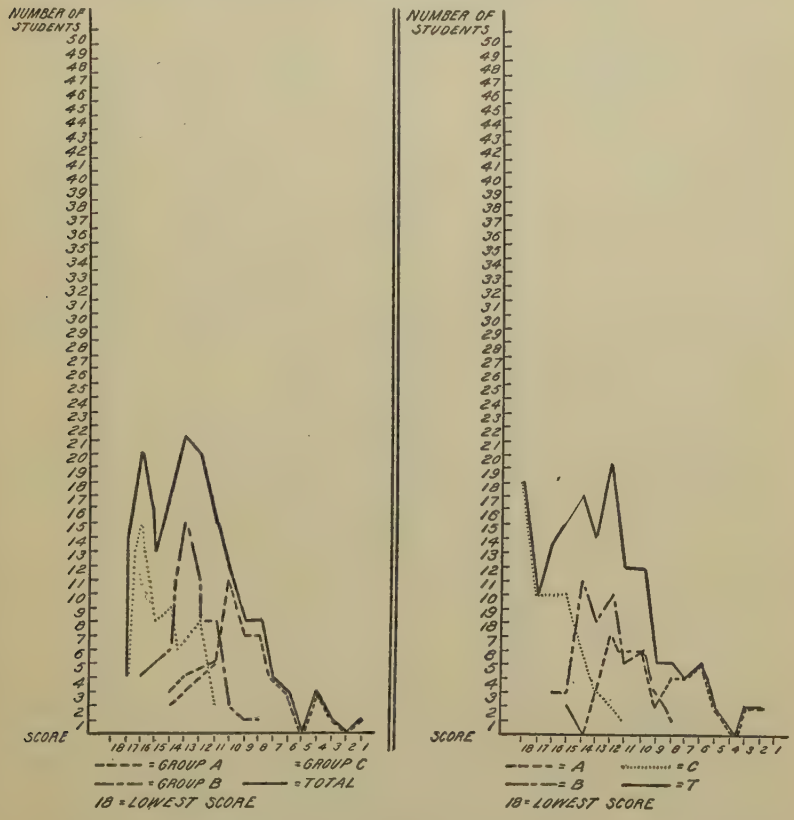

FIG. 6

KNAPP-NUMBER

Distribution of Scores by Groups and Total on the Number of Words in Agreement with the Knapp Translation

KNAPP-QUALITY

Distribution of Scores by Groups and Total on the Quality of English Compared with the Knapp Translation

The measures given in Table VI show very little difference between the Knapp-Number and the Knapp-Quality scores. The little difference that does exist is in favor of the Knapp-Number. Table VII gives the amount of difference between the means and shows the probable error of these differences.

TABLE VII

DIFFERENCES BETWEEN THE MEANS OF THE KNAPP-NUMBER SCORES AND THE KNAPP-QUALITY SCORES WITH THE PROBABLE ERROR OF THE DIFFERENCES

Items	Group A	Group B	Group C	Total
1. Knapp-Number—Means	10.52	11.78	15.04	12.95
2. Knapp-Quality—Means	10.28	12.92	16.14	13.11
Difference	.24	−1.14	−1.10	−1.06
P. E. Difference	.41	.25	.24	.26
Real Difference?*	No	No	No	No

* In order to have a real difference the difference between the means must be at least four and one-half times as great as the P. E. of the difference.

The differences shown in Table VII are slight and insignificant. All data assembled under the Knapp study show that there is a very close relationship between the choice of words and the quality of the English used in translations.

C. COMPARISON OF THE LODGE STUDY AND THE KNAPP STUDY

The results of the Lodge study and the Knapp study were brought together and the following correlations computed:

	Group A	Group B	Group C	Total
1. Lodge-Number and Knapp-Number	.94 ± .02	.85 ± .03	.93 ± .02	.93 ± .02
2. Lodge-Quality and Knapp-Quality	.92 ± .02	.88 ± .03	.87 ± .03	.93 ± .03

These coefficients show a very high degree of correspondence between the Lodge study and the Knapp study. In fact the correlations are so high that the two translations are of equal value as measures of English in Latin translations. Figure 7 shows the likeness between the distributions.

Table VIII assembles the statistical measures for the items in the Lodge and Knapp studies. This table shows the great

similarity of the measures and further substantiates the fact that the studies are almost identical. The Lodge-Number and Lodge-Quality have slightly lower scores than the Knapp-Number and Knapp-Quality. The Knapp translation gave many more optional renderings than the Lodge translation. This gave the student a better chance of agreeing with the Knapp translation. It is true, however, that many of the optional translations suggested by the Knapp translation were used by only one or two students in the total number.

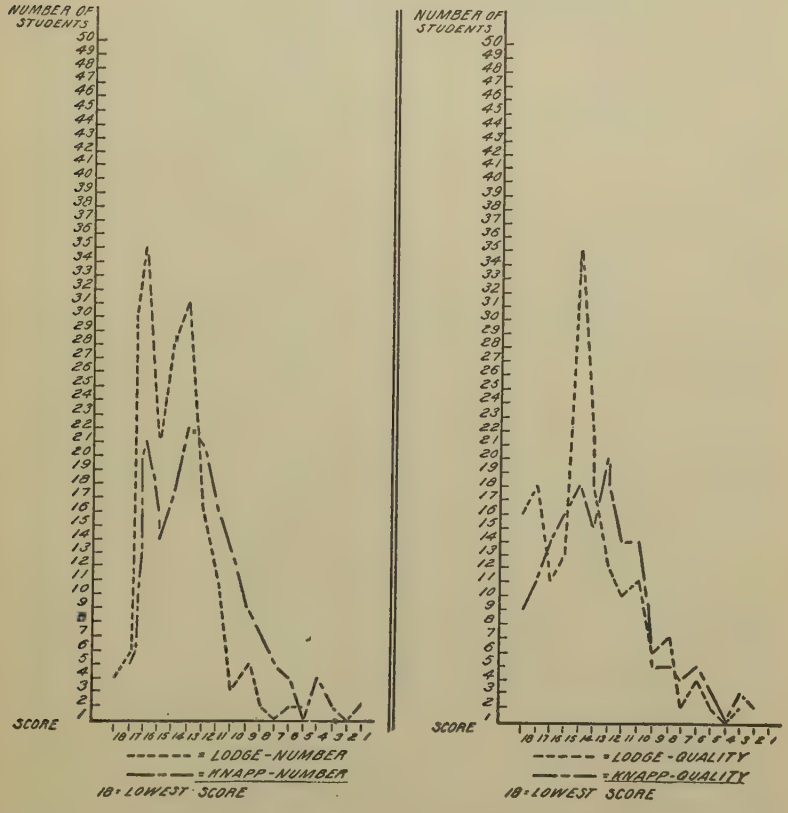
NUMBER OF STUDENTS
SCORE
18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1
------ = LODGE-NUMBER
——— = KNAPP-NUMBER
18 = LOWEST SCORE
NUMBER OF STUDENTS
SCORE
18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1
----- = LODGE-QUALITY
——— = KNAPP-QUALITY
18 = LOWEST SCORE

FIG. 7. DISTRIBUTION OF SCORES OF LODGE-NUMBER AND KNAPP-NUMBER, LODGE-QUALITY, AND KNAPP-QUALITY GRAPHED BY THE NUMBER OF STUDENT RESPONSES

TABLE VIII

STATISTICAL MEASURES OF ITEMS SCORED BY THE LODGE AND KNAPP TRANSLATIONS

Items Scored		Range	Mean	S. D.	No. Cases
1. Lodge-Number	A*	17– 5	12.86	2.38	50
	B	16– 9	14.34	1.53	50
	C	17–12	15.40	1.35	50
	T	17– 5	14.20	2.09	150
2. Lodge-Quality	A	17– 3	11.76	3.22	50
	B	17– 9	13.94	2.22	50
	C	18–13	16.44	1.79	50
	T	18– 3	14.05	3.14	150
3. Knapp-Number	A	14– 1	10.52	2.79	50
	B	16– 8	11.78	1.78	50
	C	17–11	15.04	1.71	50
	T	17– 1	12.95	2.84	150
4. Knapp-Quality	A	15– 2	10.28	3.34	50
	B	16– 8	12.92	1.95	50
	C	18–11	16.14	1.75	50
	T	18– 2	13.11	3.43	150

* A = High Group; B = Middle Group; C = Low Group; T = Total.

TABLE IX

DIFFERENCES BETWEEN THE MEANS OF LODGE-NUMBER SCORES AND LODGE-QUALITY SCORES WITH THE PROBABLE ERROR OF THE DIFFERENCES

Items	Group A	Group B	Group C	Total
1. Lodge-Number—Means	12.86	14.34	15.40	14.20
Knapp-Number—Means	10.52	11.78	15.04	12.95
Difference	2.34	2.52	.36	1.25
P. E. of Difference	.35	.22	.20	.19
Real Difference?	Yes	Yes	No	Yes
2. Lodge-Quality—Means	11.76	13.94	16.44	14.05
Knapp-Quality—Means	10.28	12.92	16.14	13.11
Difference	1.58	1.02	.30	.94
P. E. of Difference	.44	.28	.23	.25
Real Difference?	Yes	No	No	No

The differences given in Table IX indicate that the Lodge study and the Knapp study differ very little. There is, however, a significant difference in the Lodge-Number and the Knapp-Number in A, B, and Total. This is due to the greater number of renderings offered in the Knapp translation.

CHAPTER III

COMPARATIVE STUDY OF THE ENGLISH IN LATIN TRANSLATIONS AND THE ENGLISH IN ENGLISH COMPOSITIONS

PROBLEM: *How does the English in Latin translations compare with the English in English compositions?*

PROCEDURE

All Latin translations and English compositions in this study were measured by the Hudelson English Composition Scale.

SUMMARY OF FINDINGS

1. The scores on the Latin translations measured by the Hudelson English Composition Scale are lower than the scores on the English compositions measured by the same scale.

2. The scores on the English compositions fall in an almost normal distribution, while the Latin translation scores are skewed toward the high scores. The mean of the English compositions is 2.4 steps higher on the Hudelson Scale than the mean of the Latin translations. The variation is greater in the Latin scores.

3. There is great variation between the high, middle, and low groups in the Latin scores, and very little variation between the groups in the English scores.

4. There is closer correspondence between the high groups of the Latin and English scores than between either of the other two groups. The low groups show a very wide difference, the scores on the English compositions being much higher than the scores on the Latin translations.

5. A comparison of the means of the Latin translations and the English compositions measured by the Hudelson Scale with the Hudelson norm [1] for the twelfth grade shows that the achieve-

[1] See *Hudelson English Composition Scale*, p. 22. Also see Trabue, M. R., *Supplementing the Hillegas Scale.*

ment in English composition of these high school graduates is between the standards for the ninth and tenth grades. The high group is equal to the tenth grade standard; the middle group falls below the tenth grade norm; the low group is below the standard of the eighth grade. The English of the Latin translations falls to the standard of the fourth grade. The high group equals a tenth grade standard of achievement, while the middle and the low groups are below the standard for the fourth grade. The Hudelson standards represent typical achievement in the common schools of our country.

6. An examination of the marks on the Latin books and the marks on the English books shows that the Latin marks fall in the three restricted groups determined by the method used in selecting the Latin material. The English marks are scattered through one distribution and form an almost normal curve. There is very little likeness between the spread of the scores, central tendencies, or deviations of the middle, low or high groups of Latin marks and the corresponding groups of English marks. There is a little more likeness between the central tendencies of the two total distributions, but there is a wide difference in the deviations of the two distributions.

7. The probable error of the difference between the means of all paired distributions involved in this part of the study, with the exception of the middle groups in Latin and English marks, is more than four and one-half times as great as the difference between the paired means, hence we may say that we have real differences.

8. The correlations between the Hudelson scores on Latin translations and the English compositions are low for all three groups and for the total distribution. The number in each group is fifty and the total is one hundred and fifty.

Group A	$.37 \pm .08$
Group B	$.28 \pm .09$
Group C	$.21 \pm .09$
Total	$.39 \pm .05$

9. The correlations between the marks assigned by the College Entrance Examination Board readers for Latin and English are very low for the three groups and fair for the entire distribution. Group B has a negative correlation.

Group A	.13 ± .09
Group B	—.13 ± .09
Group C	.10 ± .09
Total	.57 ± .04

10. The correlations between the Hudelson scores on the Latin translations and the Latin marks on examination books are low for the middle and low groups. The high group has a correlation a little higher than the other two groups, but not sufficiently high to be considered even a fair correlation. The correlation for the entire distribution is high.

Group A	.44 ± .08
Group B	.25 ± .09
Group C	.29 ± .09
Total	.87 ± .01

11. The correlations between the Hudleson scores on the English compositions and the English marks on the examination books are higher than the correlations between the Hudelson scores on the Latin translations and Latin marks on the examination books, with the exception of the correlation (.87 ± .01) for the total number. The high Group A has only a fair correlation, while the low Group C has a high correlation.

Group A	.52 ± .07
Group B	.68 ± .05
Group C	.72 ± .05
Total	.69 ± .03

12. The Hudelson scores on the Latin translations were correlated with the scores on the Latin translations measured by the Lodge translation and the Knapp translation for quality of English. The following correlations were obtained:

	Group A	Group B	Group C	Total
1. Lodge-Quality and Latin-Hudelson	.71 ± .05	.52 ± .07	.59 ± .07	.77 ± .03
2. Knapp-Quality and Latin-Hudelson	.78 ± .04	.71 ± .05	.77 ± .04	.86 ± .03

These correlations show a high degree of relationship in many cases between the quality of English used in Latin translations, measured by the Hudelson Composition Scale, and the

quality of the English used measured by the translations of Latin specialists.

13. A correlation coefficient of .77 ± .02 was found between the differences existing between the Hudelson scores on Latin translations and English compositions, and the differences existing between Latin marks and English marks on the examination books.

14. A second scoring by the Hudelson Scale of material from the 1923 examination books was made. The scores were given the same treatment as that used on the scores of 1922. A comparison of the findings of 1922 and 1923 shows that the two situations and results are practically identical. No real difference was discovered, although the material of 1923 was considered less abstract by Latin specialists than the material of 1922.

Part I

Investigation of 1922 Material

treatment of data

In order to determine the relationship between the quality of the English in Latin translations and the quality of the English in English compositions a common measure was applied to each translation and each composition. This common measure was the Hudelson English Composition Scale.[2]

reliability of the scoring by hudelson english composition scale

The reliability of the scoring was checked by the following procedure:

1. The scorer practiced on sample compositions until the systematic error[3] was .2.
2. After scoring one hundred translations the scorer re-scored twenty-five passages selected at random. The average deviation between the two sets of scores for the twenty-five passages was .14. The correlation between the two sets of scores was .99 ± .01.
3. A second scorer, a graduate student in English who was

[2] Hudelson, Earl, *Hudelson English Composition Scale.*
[3] *Ibid.*, p. 27.

completing his work for the doctorate, scored the same twenty-five translations. The average deviation between scorer 1 (the second scoring) and scorer 2 was 1.14. The mean scores for the three scorings were:

Scorer 1 (first scoring)	4.4
Scorer 1 (second scoring)	4.4
Scorer 2	4.3

The following correlations show the close likeness between the scores of scorer 1 and scorer 2:

Scorer 1 (first scoring) and Scorer 2	$.96 \pm .01$
Scorer 1 (second scoring) and Scorer 2	$.97 \pm .01$

Relation of Latin and English Scores on the Hudelson Composition Scale

An examination of the scores shows the following facts:

Latin Translations Scored by Hudelson	English Compositions Scored by Hudelson
1. Distribution is decidedly skewed toward the high scores.	1. Distribution is almost normal, slightly skewed toward the low scores.
2. Groups A, B, and C show a wide variation in scores.	2. Groups A, B, and C show little variation in scores.
Mean S. D. A ..... 5.9 1.5 B ..... 2.8 .9 C ..... .9 .7 T 3.2 2.3	Mean S. D. A ..... 5.9 1.0 B ..... 5.8 1.1 C ..... 5.1 1.2 T 5.6 1.2
3. 58 per cent of the cases fall between 5.4 — .8.	3. 58 per cent of the cases fall between 7.1 — 4.7
4. The range is 8.9 — .5.	4. The range is 8.5 — 1.4.
5. The largest number of cases (28) falls within step .5 — .9.	5. The largest number of cases (32) falls within step 5.8 — 6.1.
6. The largest deviation is in Group A.	6. The largest deviation is in Group C.

Group A of the Latin translations resembles Group A of the English compositions more closely than Groups B and C of the two distributions resemble each other. The means for the two Groups A are identical (5.9) and show almost the same deviation.

Groups B and C of Latin translations do not correspond closely to Groups B and C of the English compositions. The means of the Latin groups fall far below the means of the

English groups. The deviation is larger in the English groups than in the Latin groups.

TABLE X

HUDELSON NORMS[4] FOR ACHIEVEMENT IN ENGLISH COMPOSITION MEASURED BY THE ENGLISH COMPOSITION SCALE

	Grade									
	IV	V	VI	VII	VIII	IX	X	XI	XII	Month
Quality	3.0	3.6	4.2	4.7	5.3	5.5	5.9	6.3	6.7	Jan.

TABLE XI

COMPARISON OF HUDELSON NORM FOR TWELFTH-GRADE ACHIEVEMENT ON HUDELSON COMPOSITION SCALE WITH SCORES ON LATIN TRANSLATIONS AND ENGLISH COMPOSITIONS MEASURED BY THE HUDELSON ENGLISH COMPOSITION SCALE

Grade	Hudelson Norm	English Compositions 1922				Latin Translations 1922			
		A*	B	C	Total	A	B	C	Total
XII	6.7	5.9	5.8	5.1	5.6	5.9	2.8	.9	3.2

* A = High Group; B = Middle Group; C = Low Group.

Tables X and XI, which compare the achievement in English composition in Latin translations and English compositions with the Hudelson norms, show that the mean of the Latin translations (3.2) falls far below the standard for the twelfth grade (6.7). It is a little better than the standard for the fourth grade (3.0). Group A (5.9) equals the achievement of the tenth grade. Groups B and C (2.8 and .9) are below the fourth grade standard (3.0).

A comparison of the achievement in composition in English with the Hudelson norms shows the mean for English compositions (5.6) is below the twelfth grade norm (6.7), falling between the standards for the ninth and tenth grades (5.5 and 5.9). Group A with a mean of 5.9 is equal to the norm of the tenth grade (5.9); Group B with a mean of 5.8 drops .1 below

[4] *Ibid.*, p. 22 See also Trabue, M. R., *Supplementing the Hillegas Scale.*

the tenth grade; Group C with a mean of 5.1 is .2 below the standard for the eighth grade (5.3).

RELATION OF LATIN MARKS AND ENGLISH MARKS ON COLLEGE ENTRANCE EXAMINATION BOOKS

Distributions of the Latin and English marks on the examination books were made to supplement the study of the Hudelson scores on the Latin translations and English compositions.

An examination of the distributions of the Latin and English marks on the examination books shows the following facts:

Latin Marks on Examination Books	English Marks on Examination Books
1. The Latin marks fall into three distinct groups. This is due to the method of selecting the books used in this study.	1. The English marks do not fall into three restricted groups like the Latin marks. This is due to the fact that a corresponding English book was chosen for each Latin book. This gives a scatter of English marks through the entire Latin range. The English marks as a whole form an almost normal curve. The regression of the English marks is toward the mean. This is to be expected.
2. Groups A, B, and C. show wide variation in means:	2. Groups A, B, and C show little variation in means:
Mean S. D. A ..... 85.2 4.30 B ..... 61.2 2.37 C ..... 22.9 7.22 T 56.7 26.11	Mean S. D. A ..... 69.8 9.72 B ..... 64.8 11.53 C ..... 51.6 10.91 T 62.2 13.18
3. The deviation of Group C is the largest, and that of Group B, the smallest.	3. The deviations of the groups are larger than the deviations of corresponding Latin groups. However, the deviation for the entire number (13.18) is smaller than the corresponding deviation for the entire Latin group (26.11).
4. The range is 97 — 3. 58 per cent of the cases fall within 86.11 — 33.89.	4. The range is 95 — 29. 58 per cent of the cases fall within 73.18 — 46.82.

There is little likeness between the spreads, central tendencies, or deviations of Groups A, B, and C of Latin marks and Eng-

lish marks. There is a little closer correspondence between the total distributions and central tendencies of the Latin and English marks, but there is a wide difference in the amounts of deviation.

Correlations between Latin marks and English marks on examination books are as follows:

Group A	$.13 \pm .09$
Group B	$-.13 \pm .09$
Group C	$.10 \pm .09$
Total	$.57 \pm .04$

The correlations for Groups A, B, and C show little or no relationship between Latin marks and English marks. In Group B the relationship is negative. The correlation for the total number shows that there is some relationship between ability measured by Latin marks and ability measured by English marks.

A study of twenty-eight cases by Weglein [5] of the abilities in high school subjects shows a correlation of $.23 \pm .12$ between English and Latin marks. Crathorne's [6] study of correlations of school marks gives the following results:

	Boys	Girls
First Year English and Average of Last Three Years of Latin	$.49 \pm .03$	$.46 \pm .04$
First Year Latin and Average of Last Three Years of English	$.55 \pm .03$	$.46 \pm .03$

RELATION OF LATIN AND ENGLISH MARKS ON EXAMINATION BOOKS TO LATIN TRANSLATIONS AND ENGLISH COMPOSITIONS

The statistical measures for Latin marks and English marks on the examination books, and Hudelson scores on the Latin translations and English compositions are given in Table XII.

Table XII shows that certain amounts of differences exist between the means of the items listed. Before valid conclusions can be drawn from the differences it is necessary to determine whether these existing differences are real and significant. This was determined by computing the probable error (P. E.) of the difference of the means in the two distributions involved. If the difference between the two means is four and one-half times as great as the P. E. of the difference, then a real and significant

[5] Weglein, D. E., *The Correlation of Abilities of High School Pupils*, Johns Hopkins University Studies in Education. No. 1.

[6] Crathorne, A. R., "The Theory of Correlation Applied to School Grades," *Report of National Committee on Reorganization of Mathematics in Secondary Schools*, Chap. V.

difference may be said to exist. Table XIII gives the results of these computations. The evidence presented shows that the differences which exist between the means is real and significant, with the exception of the difference (— .29) between the means of Latin marks and English marks of Group B. The differences are in favor of the English with one exception,—Groups A of Latin marks and English marks show a difference in favor of Latin.

TABLE XII

STATISTICAL MEASURES FOR LATIN MARKS AND ENGLISH MARKS ON EXAMINATION BOOKS, AND SCORES ON LATIN TRANSLATIONS AND ENGLISH COMPOSITIONS BY THE HUDELSON SCALE

Items		Range	Mean	S. D.	No. Cases
1. Latin Marks on Examination Books	A*	97–80	85.2	4.30	50
	B	65–60	61.9	2.37	50
	C	35– 3	22.9	7.22	50
	T	97– 3	56.7	26.11	150
2. English Marks on Examination Books	A	90–50	69.8	9.72	50
	B	95–34	64.8	11.53	50
	C	73–29	51.6	10.91	50
	T	95–29	62.2	13.18	150
3. Latin Translations Scored by Hudelson Scale	A	8.5–3.0	5.9	1.5	50
	B	5.0–1.0	2.8	.9	50
	C	3.0– .5	.9	.7	50
	T	8.5– .5	3.2	2.3	150
4. English Compositions Scored by Hudelson Scale	A	8.0–3.5	5.9	1.0	50
	B	8.5–3.5	5.8	1.1	50
	C	7.0–1.5	5.1	1.2	50
	T	8.5–1.5	5.6	1.2	150

* A = High Group; B = Middle Group; C = Low Group; T = Total.

In order to measure the relation between the English in Latin translations and the English in English compositions, correlations were computed between the Hudelson scores on the Latin translations and the Hudelson scores on the English compositions. Correlations were also computed between the Latin marks on the examination books and the Hudelson scores on the Latin translations, and between the English marks on the examination books and the Hudelson scores on the English compositions. These correlation coefficients are given in Table XIV.

TABLE XIII

DIFFERENCES BETWEEN THE MEANS AND THE PROBABLE ERROR OF THE DIFFERENCES OF LATIN MARKS AND ENGLISH MARKS ON EXAMINATION BOOKS AND SCORES ON LATIN TRANSLATIONS AND ENGLISH COMPOSITION BY THE HUDELSON SCALE

Items	Group A	Group B	Group C	Total
1. Latin Marks—Means	85.2	61.9	22.9	56.7
English Marks—Means	69.8	64.8	51.6	62.2
Difference	15.4	− 2.9	−28.5	− 5.5
P. E. of Difference	1.01	1.12	1.25	1.61
Real Difference?	Yes	No	Yes	Yes
2. Latin-Hudelson—Means	5.9	2.8	.9	3.2
English-Hudelson—Means	5.9	5.8	5.1	5.6
Difference	0	− 3.0	− 4.2	− 2.4
P. E. of Difference	.17	.13	.13	.14
Real Difference?	No	Yes	Yes	Yes

TABLE XIV

CORRELATION COEFFICIENTS BETWEEN LATIN TRANSLATIONS SCORED BY HUDELSON SCALE AND ENGLISH COMPOSITIONS BY HUDELSON SCALE, LATIN MARKS AND LATIN-HUDELSON SCORES, ENGLISH MARKS AND ENGLISH-HUDELSON SCORES

Combinations	Group A	Group B	Group C	Total
English-Hudelson Latin-Hudelson	.37 ± .08	.28 ± .09	.21 ± .09	.39 ± .05
Latin-Hudelson Latin Marks	.44 ± .08	.25 ± .09	.29 ± .09	.87 ± .01
English-Hudelson English Marks	.52 ± .07	.68 ± .05	.72 ± .05	.69 ± .03

1. *Hudelson Scores on Latin Translations and English Compositions.* From Table XIV we see that the correlations of the Hudelson scores on the Latin translations and English compositions are low. The correlation for Group A (.37 ± .08) and the total (.39 ± .05) are slightly higher than for Group B (.28 ± .09) and Group C (.21 ± .09). Group C has the lowest correlation in the series. The correlations decrease from the highest to the

lowest groups. There is little correspondence between English in Latin translations and English in English compositions.

2. *Latin Marks and Hudelson Scores on Latin Translations.* The correlations of the Latin marks on the examination books with the scores on Latin translations measured by the Hudelson Scale are very low for Group B ($.25 \pm .09$) and Group C ($.29 \pm .09$). Almost no correlation exists for these two lower groups. The coefficient for the highest Group A ($.44 \pm .08$) is slightly higher than for Groups B and C, and shows a little relationship. The lowest correlation is found in the middle Group B ($.25 \pm .09$). However, an examination of the correlation coefficients for the entire group shows a high degree of relationship ($.87 \pm .01$). This is due to the increase in range. It must be noted that the Latin translations used as a basis for the Hudelson-Latin scores are included in the material graded by the Latin marks. This gives a common element of material in the two items involved in the correlations.

3. *English Marks and Hudelson Scores on English Compositions.* The correlations between English marks on the examination books and the Hudelson scores on English compositions are higher than the other correlations computed in this phase of the study, with the exception of the correlation of the entire number of Latin marks with the Hudelson scores on Latin translations ($.87 \pm .01$). In this series of correlations the increase goes from the highest Group A ($.52 \pm .07$) to the lowest Group C ($.72 \pm .05$). The correlations for Group B ($.68 \pm .05$) and Group C ($.72 \pm .05$) show a rather high degree of relationship. The correlation for the entire group ($.69 \pm .03$) is practically the same as that of the middle group ($.68 \pm .05$). Group A ($.52 \pm .07$) shows the lowest degree of correspondence. The English compositions used as a basis for the English-Hudelson scores are included in the material graded by the English marks. This gives a common element of material in the two items involved in the correlations.

The correlation coefficient was computed for the differences existing between Hudelson scores on the Latin translations and English compositions and the differences existing between the Latin marks and English marks on examination books. A correlation of $.77 \pm .02$ was obtained. This correlation shows that

there is a considerable degree of likeness between the two sets of differences.

The following correlations were computed between the Latin-Hudelson scores and the scores made when the translations were measured by the Lodge and the Knapp translations:

	Group A	Group B	Group C	Total
1. Lodge-Quality and Latin-Hudelson	.71 ± .05	.52 ± .07	.59 ± .07	.77 ± .03
2. Knapp-Quality and Latin-Hudelson	.78 ± .04	.71 ± .05	.77 ± .04	.86 ± .03

These correlations show a high degree of relationship in Groups A, B, and Total between the performance in English used in Latin translations measured by the Hudelson Composition Scale and the English used measured by the translations of Latin specialists.

Part II

Investigation of 1923 Material

Comparison of the Quality of the English Used in the Translations of a Cicero Selection in the Examination Books of 1922 with English Used in Translations of a Cicero Selection in the Examination Books of 1923.

When the investigation described in Part I was completed, the question arose as to whether a selection from Cicero dealing with less abstract material would materially change the findings obtained with the *Pro Cluentio* [7] passage which was used as a basis of the 1922 study. In order to meet this question Dr. Gonzalez Lodge, Professor of Latin, Teachers College, Columbia University, was asked to make a selection from the examination passages available for research. The following selection from Cicero's *Pro Plancio* in the 1923 Comprehensive Latin examination [8] was selected.

[7] For a copy of the *Pro Cluentio* passage and a translation of the same, see Chap. I, p. 7.

[8] See Appendix for a complete copy of the 1923 examination.

Translate:

[*Cicero praises gratitude.*]

Etenim, iudices, cum omnibus virtutibus me adfectum esse cupio, tum nihil est quod malim quam me et esse gratum et videri. Haec enim est una virtus non solum maxima, sed etiam mater virtutum omnium reliquarum. Quid est pietas nisi voluntas grata in parentes? Qui sunt boni cives, qui belli, qui domi de patria bene merentes, nisi qui patriae beneficia meminerunt? qui sancti, qui religionum colentes, nisi qui meritam dis immortalibus gratiam iustis honoribus et memori mente persolvunt? Quae potest esse vitae iucunditas sublatis amicitiis? quae porro amicitia potest esse inter ingratos? Quis est nostrum liberaliter educatus cui non educatores, cui non magistri sui atque doctores, cui non locus ipse mutus ille ubi alitus aut doctus est, cum grata recordatione in mente versetur?

—*Pro Plancio*, 80, 81.

Translation by Dr. Gonzalez Lodge, Professor of Latin, Teachers College, Columbia University:

Indeed, jurors, while I desire to be endowed with all the virtues, there is nothing that I should prefer to being and appearing grateful. For this is the one virtue which is not only the greatest, but also the mother of the remaining virtues. What is filial affection but a grateful disposition toward one's parents? Who are the good citizens, who are those who both in war and at home deserve well of their country, but those who remember the favors their country has bestowed upon them? Who are the pious, who the cherishers of our religious observances, but those who discharge their obligation of gratitude to the immortal gods by proper honors and a remembering mind? What pleasure can there be in life when friendships have been taken away? But then, what friendship can there be between the ungrateful? Which one of us has been liberally educated, in whose mind there does not abide a grateful recollection of those who brought him up, of his masters

and teachers, of the very place, mute though it be, where he was nurtured and trained?

LATIN TRANSLATIONS AND ENGLISH COMPOSITIONS OF 1923 SCORED BY HUDELSON COMPOSITION SCALE COMPARED WITH 1922 DATA

A comparison of the ratings for the 1922 Latin candidates and the 1923 Latin candidates is given in Table XV.

TABLE XV

PERCENTAGE OF OLD PLAN BOOKS LATIN Cp4 RECEIVING GIVEN RATINGS 1922 AND 1923*

Range	1922	1923
	Per Cent	Per Cent
90–100	3.6	1.6
75– 89	25.4	19.3
60– 74	31.8	30.2
50– 59	11.3	12.4
40– 49	12.2	14.9
0– 39	15.6	21.6
60–100	60.9	51.2
50–100	72.2	63.5
40–100	84.4	78.4
Total Books	468	430

* Figures taken from Table XII, page 29, *Twenty-Third Annual Report of College Entrance Examination Board.*

The same method of selecting the Latin examination books used in 1922 was used in selecting the Latin examination books of 1923 (see page 6).

	Range
Group A: The fifty highest marks	93%–76%
Group B: The fifty receiving marks including 60 per cent and above	65%–60%
Group C: The fifty lowest marks	30%– 1%
Total number of books	150

The students taking the examination had completed four years of secondary-school Latin. The passage was a sight translation. A record was made of the marks on the examination books. The translations were scored by the Hudelson English Composition Scale. Table XVI gives the results of the scoring

TABLE XVI

STATISTICAL MEASURES FOR LATIN MARKS AND HUDELSON SCORES ON LATIN TRANSLATIONS FOR 1922 AND 1923

Items		Range		Mean		S.D.		No. Cases
		1922	1923	1922	1923	1922	1923	
1. Latin Marks ...	A*	98–80	93–76	85.2	83.2	4.30	3.90	50
	B	65–60	65–60	61.9	62.1	2.37	2.45	50
	C	35– 3	30– 1	22.9	21.1	7.22	5.59	50
	T	98– 3	93– 1	56.7	55.3	26.11	23.70	150
2. Latin Translations Scored by Hudelson Scale.	A	85–30	85–35	5.9	6.1	1.5	1.1	50
	B	50–10	65–10	2.8	2.8	.9	1.4	50
	C	30– 5	35– 5	.9	.9	.7	.7	50
	T	85– 5	85– 5	3.2	3.3	2.3	2.6	150

* A = Highest Group; B = Middle Group; C = Lowest Group; T = Total.

and compares these results with similar findings in the 1922 study.

An examination of the measures in Table XVI shows that there is a very great similarity between the records of 1922 and 1923. The most marked difference is in the distributions of the Hudelson scores for Group B. The distribution for 1922 is almost normal, while that for 1923 is decidedly skewed toward the high scores. However, it is interesting to note that the means for the two years are identical (2.8), but the variation for 1922 is .9 and for 1923 is 1.4. Groups C of the Hudelson scores have identical means and deviations for 1922 and 1923.

In the distribution of the Latin marks on the examination books, the 1922 marks have slightly higher means in Groups A and C than the 1923 marks, while Group B of 1922 has the higher mean by .2. Table XV shows that the 1922 group is a slightly superior group judged by the percentage of ratings given on the examination books.

Table XVII gives the correlations between the Latin marks and the Hudelson scores on the Latin translations for 1922 and 1923.

The correlations for 1922 and 1923 between Latin marks on examination books and the Hudelson scores on the translations are much the same. The correlation for Group A for 1923

TABLE XVII

CORRELATIONS FOR 1922 AND 1923 OF LATIN MARKS ON EXAMINATION BOOKS AND HUDELSON SCORES ON LATIN TRANSLATIONS

Year	Group A	Group B	Group C	Total
1922	.44 ± .08	.25 ± .09	.30 ± .09	.87 ± .01
1923	.51 ± .08	.12 ± .10	.46 ± .09	.85 ± .03

(.51 ± .08) is .07 higher than the correlation of Group A for 1922 (.44 ± .08). Group B of 1922 has the larger correlation by .13. The correlation of Group C of 1923 is .16 higher than that of 1922. Practically no difference exists between the correlations of the entire number for 1922 and for 1923 (.87 ± .01 and .85 ± .03).

It has been seen from the data examined that some differences exist between the results obtained in both 1922 and 1923. The probable error of these differences was computed to determine the significance of the existing differences. Table XVIII gives the differences between the means, the probable error of the differences, and indicates whether the differences are real.

TABLE XVIII

DIFFERENCES BETWEEN THE MEANS OF THE 1922 AND 1923 SCORES ON LATIN TRANSLATIONS BY HUDELSON SCALE WITH THE PROBABLE ERROR OF THE DIFFERENCES

Items	Group A	Group B	Group C	Total
Latin-Hudelson Scores				
Means—1922	5.9	2.8	.9	3.2
Means—1923	6.1	2.8	.9	3.3
Difference	− .2	0	0	− .1
P. E. of Difference	.18	.16	.09	.19
Real Difference?	No	No	No	No

Table XVIII shows that the differences which exist between the items of the 1922 data and the items of the 1923 data are not significant. This means that the two situations are almost identical and that conclusions drawn from one set of data will be valid for the other set of data.

CHAPTER IV

THE CHOICE OF WORDS IN LATIN TRANSLATIONS

PROBLEM: *How effective are the words used in Latin translations?*

PROCEDURE

A record was made of all the translations of the thirty-six critical words marked in the Lodge translation.[1]

SUMMARY OF FINDINGS

1. There is little variety in the choice of meanings in the words studied. The majority of the students use the same word. This is shown by the large number of responses in the first two or three translations listed, and the large number of single responses given for many translations.

2. Each sample shows a few students seeking for a word out of the ordinary, but the effort is confined to a very small number.

3. Many of the translations listed show the effect of association with other Latin words of like appearance but different meaning.

4. There are a number of translations suggested by the Lodge and Knapp translations which were not in the list of translations used by the students.

5. There is much guessing at the meaning in the low group, Group C. Many words used by this group have no connection with the thought of the passage. The large majority of omissions appear in Group C.

6. There is greater variety in the translations of phrases and clauses than nouns. The meanings of nouns learned in the first-year of Latin study are much in evidence.

TREATMENT OF DATA

All the translations given for the thirty-six critical words, phrases, and clauses marked in the Lodge translation [2] were tabu-

[1] For a marked copy of the translation by Dr. Lodge, see p. 23.

[2] *Ibid.*

lated by groups. Several sample lists are shown in this chapter. The translations suggested by the Lodge and Knapp translations are indicated in each sample presented. A careful examination of the lists reveals many interesting facts about the choice of words used by students in Latin translations.

The lists on pages 55 to 59 are numbered according to the number of the words marked in the Lodge translation. The # after a word means that it was suggested by the Lodge translation, the * after a word means that it was suggested by the Knapp translation.[3]

[3] For a copy of the marked translation by Dr. Knapp, see p. 29.

1. No. 3—Indignum

This sample shows 106 out of 150 students using the same translation. The remaining number are scattered over 21 different renderings. Three meanings suggested by Dr. Lodge and Dr. Knapp were not chosen by any of the students. Many incorrect translations appear in this list and a use of words without comprehension of the meaning is evident. There are twenty omissions, fifteen being in Group C. Only one student in the high group, Group A, failed to translate this word.

No. 3. *INDIGNUM*

#Lodge { 1. improper; 2. scandalous; 3. wrong

*Knapp { 1. improper; 2. not proper; 3. wrong; 4. unworthy; 5. that is not fitting; 6. not right; 7. unseemly

No.	Translation of *indignum*	Group A	Group B	Group C	Total
1.	unworthy*	37	41	28	106
2.	wrong*#	2	--	--	2
3.	shameful	2	--	--	2
4.	ignoble	2	--	--	2
5.	that is not fitting*	1	1	--	2
6.	not proper*	1	--	--	1
7.	not right*	1	--	--	1
8.	dishonorable	1	--	--	1
9.	worthless	1	--	--	1
10.	that we should not	1	--	--	1
11.	unfitting	--	1	--	1
12.	disloyal	--	1	--	1
13.	undeserving	--	1	--	1
14.	unfortunate	--	1	--	1
15.	undignified	--	--	1	1
16.	thoughtful	--	--	1	1
17.	no respect	--	--	1	1
18.	indignity	--	--	1	1
19.	indignation	--	--	1	1
20.	indignant	--	--	1	1
21.	unjust	--	--	1	1
	improper*#	--	--	--	--
	unseemly*	--	--	--	--
	scandalous#	--	--	--	--
	Total	49	46	35	130
	Omissions	1	4	15	20
		50	50	50	150

2. No. 11—Aequitatis

Aequitatis is translated as "equality" by 63 students and as "equity" by 10 students. This shows the tendency to select the English word that looks most like the Latin word regardless of the fitness of the meaning. Over 120 of the translations are confined to the first three translations on the list. The effect of suggestion and association is shown in the variety of renderings and in the many words that have no connection with the thought of the paragraph. It is interesting to note that one student used "water" as a translation, suggested by the likeness of *aequitatis* to *aqua*. This association was strengthened by the fact that *aequitatis* was preceded by *fons* (fountain) in the passage. Only nine omissions appear in this sample and these are confined to the low group.

No. 11. *AEQUITATIS*

#Lodge 1. fair-dealing

*Knapp {1. equity 2. justice

No.	Translation of *aequitatis*	Group A	Group B	Group C	Total
1.	equality	17	26	20	63
2.	justice*	24	20	5	49
3.	equity*	5	3	2	10
4.	liberty	1	--	4	5
5.	justness	--	1	1	2
6.	fairness	2	--	--	2
7.	equitability	1	--	--	1
8.	life	--	--	1	1
9.	quietude	--	--	1	1
10.	power	--	--	1	1
11.	age	--	--	1	1
12.	water	--	--	1	1
13.	youth	--	--	1	1
14.	equal	--	--	1	1
15.	freedom	--	--	1	1
16.	iniquity	--	--	1	1
	fair-dealing#	--	--	--	--
	Total	50	50	41	141
	Omissions	--	--	9	9
		50	50	50	150

3. No. 25—ea causa

It is interesting to note that seventy students translated *ea causa* by "for this reason," while only thirty-four used "for this cause." Fourteen students used "in this cause." The majority of the translations suggested by Dr. Knapp did not appear in the translations of the students. There are only twelve different translations. The large majority fall within the first three translations on the list. There were only nineteen omissions.

No. 25. *EA CAUSA*

#Lodge
1. to this end
2. for this reason

*Knapp
1. to this end
2. with this purpose
3. with this aim
4. with this design
5. for this sake

No.	Translation of *ea causa*	Group A	Group B	Group C	Total
1.	for this reason#	24	27	19	70
2.	for this cause	18	5	11	34
3.	in this cause	1	9	4	14
4.	in this way	--	1	2	3
5.	for this purpose	1	1	--	2
6.	because of this	1	1	--	2
7.	with this purpose*	1	--	--	1
8.	on this account	1	--	--	1
9.	in order that	1	--	--	1
10.	in this case	--	1	--	1
11.	in the hope	--	1	--	1
12.	in this common cause	--	1	--	1
	to this end#*	--	--	--	--
	with this aim*	--	--	--	--
	with this design*	--	--	--	--
	for this sake*	--	--	--	--
	Total	48	47	36	131
	Omissions	2	3	14	19
		50	50	50	150

4. No. 26—ut liberi esse possimus

There are only seventeen different translations for the *ut*-clause—*ut liberi esse possimus*. The greatest variation appears in the translation of *possimus*. Thirteen students introduce the clause with "that." There is very little agreement with the Lodge and Knapp translations. More than one response was given to each of the first nine translations. There were only twelve omissions.

No. 26. *UT LIBERI ESSE POSSIMUS*

#Lodge 1. that we may have the power to be free

*Knapp
1. that we may be able to be free
2. so that we can be free
3. that we may find it possible to be free

No.	Translations of *ut liberi esse possimus*	Group A	Group B	Group C	Total
1.	that we may be free	17	21	10	48
2.	so that we can be free	12	11	7	30
3.	that we may be able to be free*	7	4	5	16
4.	that we are able to be free	1	3	7	11
5.	are able to be free	1	--	8	9
6.	so that we can be free*	3	1	1	5
7.	that we might be free	1	4	--	5
8.	that we might be able to be free	2	1	1	4
9.	that we should be able to be free	2	--	--	2
10.	that we might maintain our liberty	1	--	--	1
11.	enable us to be free	1	--	--	1
12.	can exist as free men	1	--	--	1
13.	that we may be able to be freed	--	1	--	1
14.	that we may enjoy freedom	--	1	--	1
15.	that we may have liberty	--	--	1	1
16.	that we may be free people	--	--	1	1
17.	that we will be able to be free	--	--	1	1
	that we may have the power to be free#	--	--	--	--
	that we may find it possible to be free*	--	--	--	--
	Total	49	47	42	138
	Omissions	1	3	8	12
		50	50	50	150

5. No. 32—Potestas

Potestas is translated as "power" by 72 students. This word was suggested by the Lodge and Knapp translations. There seems to be confusion with the verb *potest* (is able) in seven of the translations. There are very few correct translations in the total of fourteen offered. Thirteen students did not translate this word.

No. 32. *POTESTAS*

#Lodge { 1. privilege
2. power

*Knapp { 1. privilege
2. power
3. opportunity
4. chance

No.	Translation of *potestas*	Group A	Group B	Group C	Total
1.	power*#	34	36	31	101
2.	opportunity*	5	4	1	10
3.	Am I allowed	2	3	1	6
4.	Am I permitted	3	--	--	3
5.	ability	2	1	--	3
6.	privilege*#	1	2	--	3
7.	permission	1	--	1	2
8.	right	--	2	--	2
9.	Do you allow me	--	--	2	2
10.	Is it allowed me	--	--	1	1
11.	eloquence	1	--	--	1
12.	liberty	--	--	1	1
13.	Are you able to allow me	--	--	1	1
14.	Am I able	--	--	1	1
	chance*	--	--	--	--
	Total	49	48	40	137
	Omissions	1	2	10	13
		50	50	50	150

DISCUSSION OF FINDINGS

These lists of translations show a strong tendency to use one meaning for a word. The little variation found and the grouping of the large majority within the first three translations indicate a limited Latin-English vocabulary. The few unusual words chosen appear in single responses. Guessing is evident in many cases of the low group, Group C. A mere similarity of spelling between words of very different meaning is the cause of many incorrect meanings. The indiscriminate choice of words, and the combinations made, account for a large per cent of English with no meaning used in the translations. The fixed responses to Latin words account for the translation English found in the selections studied.

Dr. Nelson Glenn McCrea, Professor of Latin, Columbia University, and chairman of the Latin Readers of the College Entrance Examination Board, made an interesting study of twenty-two Cicero examination books, written in June, 1920.[4] He found that the candidates used words as things themselves, and not as the representatives of ideas and facts, and that words were wrongly put together so that the result was nonsense.

A check of the responses to a question on English derivation, asked in June, 1922, on the Latin examination of the College Entrance Board, was made as a by-product of this study. These responses show that derivatives most like the Latin word find ready response. Very few students could name more than two derivatives. There was practically no response to the part of the question asking for an explanation of how the meanings of the derivatives were derived from the Latin.

[4] McCrea, N. G., "Remarks on the Cicero Answer-Books of the College Entrance Board Examinations," *Classical Weekly*, March 1, 1920.

CHAPTER V

ERRORS IN GRAMMAR, RHETORIC, AND SPELLING IN LATIN TRANSLATIONS

PROBLEM: *What errors in grammar, rhetoric, and spelling occur in Latin translations?*

PROCEDURE

All errors in grammar, rhetoric, and spelling, in the Latin translations used in this study, were listed.

SUMMARY OF FINDINGS

Grammar:

1. A total of 264 errors in grammar were made in the Latin translations by the one hundred and fifty students involved in this study.
2. The large majority of cases occur in the first ten errors listed.
3. The verb and its modifiers seem to present the greatest difficulty.
4. The use of "a pronoun without an antecedent" (expressed or understood) is the most frequent error.
5. The largest number of errors appear in making correct combinations, such as verb and subject, verb and object.
6. The twenty books with the lowest ratings showed a mere stringing together of words, hence a check of errors was impossible.

Rhetoric:

1. Students paid little attention to rhetorical form or literary style.
2. The weaknesses in rhetoric were so many and the sentences so mixed and confused that it was impossible to check rhetorical errors.

3. Little attention was paid to the transition from one sentence to the next.

4. There was very little evidence of the effective choice of words.

5. Unnecessary repetitions, and clauses and phrases out of place, resulted in English that does not meet accepted standards of good form.

Spelling:

1. The spelling errors in Latin translations are insignificant when the total number of possible errors is taken into consideration. Only 111 errors were found in the one hundred and fifty translations. About one-half of these errors were in Group C (low group).

2. The words used in the translations were words that every fourth-year high school student should know; hence the possibility for error was small.

3. Of the 48 words misspelled, 41 were of Latin derivation. An application of Latin could have avoided 22 of these errors. The Latin words from which 18 of the misspelled words are derived had been met five times or more during the four years of Latin study.

4. In the English compositions more words were misspelled than in the Latin translations. There is a greater chance for error in English compositions than in the Latin translations. Latin translations limit the range of words to be used, while the variety of subjects discussed in English compositions gives a greater vocabulary range.

5. In the English compositions 92 words were misspelled, 50 per cent of which were derived from Latin. Thirty-six of the errors could have been avoided by an application of Latin. There were very few duplicate errors in the English compositions.

TREATMENT AND PRESENTATION OF DATA

Errors in grammar, rhetoric, and spelling which appeared in the Latin translations were checked and tabulated. The errors in spelling in the English compositions studied were also listed.

Errors in Grammar. Table XIX gives the errors in grammar which occurred in the one hundred and fifty Latin translations. An error in grammar is a failure to comply with the accepted

standards of good usage as exemplified by the best English writers and presented in the best texts on the grammatical structure of the English language.

An examination of Table XIX shows thirty-four different errors appearing in the Latin translations checked. The large majority of cases occur in the first ten errors listed. The use of

TABLE XIX

GRAMMATICAL ERRORS IN LATIN TRANSLATIONS

No.	Errors	A* No.	B No.	C† No.	Total No.
1.	Pronoun without antecedent	1	22	32	55
2.	Shift of tenses	4	15	8	27
3.	Indicative for subjunctive	6	9	10	25
4.	Plural subject with singular verb	8	4	11	23
5.	Verb without subject	1	6	13	20
6.	Infinitive used as verb in *that* clause	4	2	9	15
7.	Subject without verb	--	9	4	13
8.	Infinitive phrase used for *that* clause	--	4	6	10
9.	Singular subject with plural verb	3	2	4	9
10.	Prepositional phrase with no word to modify	--	--	8	8
11.	Subjunctive for indicative	1	2	3	6
12.	Wrong preposition	--	--	5	5
13.	Wrong principal part	2	2	--	4
14.	Singular subject with plural predicate noun	2	1	1	4
15.	Adjective with no word to modify	--	--	4	4
16.	Adverb modifying noun	--	--	4	4
17.	Relative pronoun omitted	--	3	1	4
18.	Double negative	--	1	2	3
19.	Dependent clause used as main clause	--	3	--	3
20.	Plural pronoun with singular antecedent	1	1	1	3
21.	Two introductory words for one dependent clause	--	--	2	2
22.	Preposition omitted	--	--	2	2
23.	Verb without object	--	1	1	2
24.	Verb used as noun	--	1	1	2
25.	Auxiliary omitted in compound tense	1	1	--	2
26.	Infinitive clause and *that* clause connected by *and*	--	--	1	1
27.	Two direct objects not connected	--	--	1	1
28.	Dependent clause without introductory word	--	--	1	1
29.	Dependent clause with nothing to modify	--	--	1	1
30.	Intransitive verb with direct object	--	--	1	1
31.	Comparative adjective with no idea of comparison expressed	--	--	1	1
32.	No main clause	--	--	1	1
33.	Infinitive used for main verb	--	--	1	1
34.	Possessive adjective without a noun	--	--	1	1
	Total	34	90	140	264

* A = High Group; B = Middle Group; C = Low Group; T = Total.

† Only thirty translations in this group were checked for errors. After the thirtieth translation the structure of the sentences was so faulty that it was impossible to make a check of all the errors.

"a pronoun without an antecedent" (expressed or understood) is the most frequent error, leading the list with fifty-five instances. Many errors are due to failure to see relationships, such as:

No. 1. Pronoun without antecedent.
No. 4. Plural subject with singular verb.
No. 7. Subject without a verb.
No. 9. Singular subject with plural verb.
No. 10. Prepositional phrase with no word to modify.

A total of 264 errors were made by the 150 students. Errors that appear in the list are such as to destroy the correct meaning of the passage in which they appear, and often result in a string of words with no meaning.

The Charters-Ullman study [1] of 25,000 language errors shows "that 22 per cent of the errors made were due to failure to understand or apply syntactical principles common to Latin and English and that an additional 73 per cent of these errors are of such nature that they are remediable through the study of Latin."

Errors in Rhetoric. An error in rhetoric is a failure to conform to the standards of good style and diction as exemplified by the best English writers and presented in the best texts on rhetorical form.

It was very evident from the beginning of the study to the end that students paid very little attention to style, diction, and rhetorical effectiveness in Latin translations. It was impossible to make a count of the rhetorical errors which occurred in the translations studied. A few outstanding weaknesses will be cited:

1. Repetitions of unnecessary words, such as, *and.*
2. Clauses and phrases out of place. This seems to be the weakest feature of the translations.
3. The fact that the meaning of the passage is not clear leads to impossible word and phrase combinations.
4. The paucity of effective words is very striking as one reads through the translations.

[1] Charters-Ullman, "Study of Language Errors in Latin," *Classical Investigation Report,* Part II, Appendix E.

5. There is little attention to connectives, transitional words, and phrases.
6. In many translations one finds merely a string of words and phrases with no connection or relationship. The idea that the translations are supposed to make sense is not revealed in many cases. This fact is brought out by the large number of *No Meaning* sentences found in the study.
7. Very many interesting individual features were noted in the raw material gathered. A comparison of the rhetorical errors in Latin translations with the English compositions of the same student often shows that errors are made in the Latin translations which do not appear in the English compositions. On the other hand, there are many errors in common.

Errors in Spelling.

In Latin Translations. The misspelled words in all translations were checked by the *Webster's New International Dictionary.* The words listed as incorrect were examined to determine whether the words were derived from Latin. This item was checked by the *New International Dictionary.* If a word was found to be of Latin derivation, the error was checked to see whether it was remediable through a knowledge of Latin. Every word derived from Latin was checked by Lodge's *Vocabulary of High School Latin* to find out the number of times the Latin word had been met during the four years of Latin study. Tables XX and XXI show the results of the checks applied to the spelling errors.

When one considers the total number of errors possible in the one hundred and fifty Latin translations, the list of errors here given is very small and the findings may be considered negligible. A total of 111 errors were found, including duplicates, approximately one-half of which were in the low Group C. Of the total 111 errors only 36 words were involved and only 48 different errors occurred. Of these 48 errors 41 were in words derived from Latin, and only 22 of these errors were remediable though a knowledge of Latin. The Latin words from which 18 of the misspelled words are derived had been met five times or more during four years of Latin study. Six different words

TABLE XX

SPELLING ERRORS IN LATIN TRANSLATIONS

Words No.	Error No.	Words	A*	B	C	T	Word from Latin	Error Avoided by Latin	No. of Times Met in 4 Years
1.	1.	judgement	8	12	15	35	Yes	No	15
2.	2.	interpretors	2	9	2	13	Yes	No	7
	3.	interprete	--	--	3	3	Yes	No	7
	4.	interperet	--	1	--	1	Yes	No	7
	5.	interperted	--	1	--	1	Yes	No	7
	6.	interpreters	1	--	--	1	Yes	Yes	7
3.	7.	fundimental	--	--	1	1	Yes	Yes	4
	8.	fundamental	1	--	1	2	Yes	Yes	4
	9.	fundemental	--	--	3	3	Yes	Yes	4
4.	10.	necesary	--	1	--	1	Yes	Yes	35
	11.	neccesary	1	1	--	2	Yes	Yes	35
	12.	neceesary	--	1	--	1	Yes	Yes	35
5.	13.	sourse	1	2	--	3	No	No	--
6.	14.	togather	--	3	--	3	No	No	--
7.	15.	fanally	--	--	1	1	Yes	Yes	118
	16.	finially	1	--	--	1	Yes	No	118
	17.	finnally	--	--	1	1	Yes	No	118
8.	18.	seperated	1	1	--	2	Yes	Yes	1
9.	19.	conceed	1	--	1	2	Yes	Yes	24
10.	20.	beleive	--	--	2	2	No	No	--
11.	21.	riegn	--	--	2	2	Yes	Yes	81
12.	22.	welfair	1	--	--	1	No	No	--
13.	23.	justise	1	--	--	1	Yes	No	9
14.	24.	citezens	1	--	--	1	Yes	No	76
15.	25.	wherfor	1	--	--	1	No	No	--
16.	26.	morover	1	--	--	1	No	No	--
17.	27.	opinon	1	--	--	1	Yes	Yes	24
	28.	opion	--	--	1	1	Yes	Yes	24
18.	29.	thier	--	1	--	1	No	No	--
19.	30.	florish	--	1	--	1	Yes	No	5
20.	31.	priviledge	--	1	--	1	Yes	No	--
21.	32.	governd	--	1	--	1	Yes	No	1
22.	33.	conserning	--	1	--	1	Yes	Yes	44
23.	34.	fountian	--	--	1	1	Yes	No	4
24.	35.	alowed	--	--	1	1	Yes	No	--
25.	36.	fundation	--	--	1	1	Yes	No	4
26.	37.	sentament	--	--	1	1	Yes	Yes	37
	38.	sententiment	--	--	1	1	Yes	Yes	37
27.	39.	vains	--	--	1	1	Yes	Yes	2
28.	40.	discended	--	--	1	1	Yes	Yes	9
29.	41.	pristege	--	--	1	1	Yes	No	--
30.	42.	determin	--	--	1	1	Yes	No	3
31.	43.	juidges	--	--	1	1	Yes	Yes	16
32.	44.	dismised	--	--	1	1	Yes	Yes	203
33.	45.	bases	--	--	1	1	Yes	No	--
34.	46.	consel	--	--	1	1	Yes	No	123
35.	47.	magistrat	--	--	1	1	Yes	No	13
36.	48.	influencial	--	--	1	1	Yes	Yes	7
		Total	23	37	51	111	Yes—41 No — 7	Yes—22 No —26	
		No. of Words Misspelled ...	15	15	30	63	Yes–85% No – 15%	Yes–46% No – 54%	

* A = High Group; B = Middle Group; C = Low Group; T = Total.

TABLE XXI

WORDS USED IN LATIN TRANSLATIONS NOT FOUND IN *Webster's New International Dictionary*

No.	"Coined Words"	A	B	C	Total
1.	administrate	4	2	8	14
2.	administrors	4	--	--	4
3.	administring	--	1	1	2
4.	administrated	1	--	--	1
5.	administry	1	--	--	1
6.	admisistring	--	--	1	1
7.	admisistor	--	--	1	1
8.	ministery	--	--	1	1
9.	indignate	--	--	1	1
10.	dignite	--	--	1	1
	Total	10	3	14	27

were misspelled in more than one way. Ten words not found in the *Webster's New International Dictionary* were used in the translations. In this study it is seen that the spelling errors are small in number, and that the application of Latin would operate to remove the error in few cases.

A study by Lawler [2] based on an analysis of 982,000 spellings used by seventh, eighth, and ninth grade pupils shows that "of 2,977 different words in the list chosen, 49 per cent were of Latin origin, and that approximately 70 per cent of the misspellings occurring two times or more in the Latin-derived words are remediable through the study of Latin."

In English Compositions. A record was made of the misspelled words in the English compositions studied. A larger list was found than the one compiled of errors in Latin translations. The Latin translation limits the possibility of words to be used, while the English composition allows a much greater range of vocabulary, hence a larger chance for error. It is interesting to note that the same type of error heads the lists in Latin and English,—"judgement" for Latin, and "developement" for English.

Table XXII gives a summary of the findings of spelling errors in English compositions. There occurred 92 misspelled words, 50 per cent (46) of which were derived from Latin. Thirty-

[2] Lawler, L. B., *The Remediability of Errors in English Spelling through the Study of First-Year Latin. See also* Coxe, W. W., *The Influence of Latin on the Spelling of English Words.*

TABLE XXII

SUMMARY OF SPELLING ERRORS IN ENGLISH COMPOSITIONS

Items	A	B	C	Total	Items	A	B	C	Total
Words Misspelled	17	39	36	92	Words from Latin	7	23	16	46
Duplicates	--	4	6	10	Words not from Latin	10	16	20	46
Different Words Misspelled.....	17	35	30	83	Errors Avoided by Latin	6	17	11	34
Words not in Dictionary	--	4	1	5	Error Avoided by Latin which had been met 5 times or more*	2	13	3	18

* The number of times a word is met during four years of Latin study is checked by Lodge's Vocabulary of High School Latin.

four words of the 46 derived from Latin could have had their spelling errors remedied by a knowledge of Latin. The Latin words from which 18 of the misspelled words are derived appear five times or more during four years of Latin study. Five words used were not in the *Webster's New International Dictionary.*

In several translations words that had been met daily in the study of Latin were incorrectly written. "Latin" was written eleven times with a small *l,* "Caesar" appeared as *Ceasar,* and "Aeneid" as *Aenead.*

CHAPTER VI

CONCLUSIONS

QUALITY OF ENGLISH IN LATIN TRANSLATIONS

A careful consideration of the evidence presented in the preceding chapters reveals a number of very important facts concerning the quality of English used in Latin translations. All statements made in presenting these facts are based on the data assembled in this study. The conditions found in this investigation will be considered under the problems which have arisen in a study of the quality of English and Latin translations.

Problem 1. *What is the quality of the English in Latin translations?*

I

The following conditions are revealed in the classification of the translations described in Part I of Chapter II:

1. A large per cent of the Latin students do not use acceptable English in their written translations. In this study only one third (33.3%) of the one hundred and fifty translations examined were acceptable English.

2. If there is any transfer from the good English used in translations to written English in other situations, it is functioning for a very small part of the Latin group.

3. If there is any bad effect from the use of incorrect English in Latin translations on the written English in other situations, it is affecting a large majority of the Latin group.

4. Latin cannot improve the written English of Latin students through written translations so long as incorrect English is used in the Latin translations. In this study three-fourths of the acceptable translations were in the group with the highest ratings on the examination books. Only three per cent of the group with the lowest ratings had acceptable English in their transla-

tions, and little less than one-fourth of the middle group used acceptable English. One-half of the middle group wrote translations in English that had no meaning. The one hundred and fifty students in the study represent a select high-school group. They had studied Latin for four years and were applying for entrance to college.

5. About two-thirds of the one hundred and fifty students involved in this study received admission to college with four units of credit in Latin. Of the one hundred translations written by this group only 48.5 per cent were written in acceptable English.

6. Transverbalization, exchange of symbols, and literal translations are used by a large per cent of Latin students in their Latin translations. This type of translation was used by 13 per cent of the high group, 32.5 per cent of the middle group, and 9.5 per cent of the low group. This kind of translation is not English. "Translation English, while it may not lower the pupil's actual standard of English, certainly will not raise it."[1]

7. English with no meaning was used by 45 per cent of the low group, 29 per cent of the middle group, and 9 per cent of the high group. Many of the translations examined were a mere stringing together of words. Desirable objectives cannot be realized through such an experience. "Any practice which permits the pupil to assume that he may string words together without semblance of meaning is vicious."[2] Grise's study[3] shows that a large majority of fourth-year Latin students are never asked for the thought of a sentence.

8. "The improvement in the literary quality of the pupils' written English will depend upon the extent to which pupils recognize and employ the elements of literary style in the oral and written translations and seek to secure similar effects in their own writing."[4] This objective, which is set up by the Latin teachers represented by the American Classical League, cannot be realized under the conditions found in this study. Little attention is given to a discriminating choice of words or literary style.

[1] *Classical Investigation Report*, Part I, p. 202.
[2] *Ibid.*
[3] Grise, F. C., *Content and Method in High School Latin.*
[4] *Classical Investigation Report*, Part I, p. 70.

9. This study of examination books of college entrance candidates agrees with similar studies:

Class	This Study	Miller-Briggs*	Leonard†
Acceptable English	33.3%	26%	54%
Translation English	18.3%	40%	46%
No Meaning English	14.7%	34%	
Omitted.....	.7%		
No. of Cases	600 Sight Sentences *Cicero*	300 Prepared Sentences *Cicero*	1.288 Prepared Passages *Caesar*

* Miller-Briggs, "The Effect of Latin on English," *School Review* XXXI, p. 756.
† Leonard, S. A., "Scales for Improving the Quality of Translations," *Classical Investigation Report,* Part I, p. 47.

II

The following conclusions may be drawn from the comparison of the students' translations with the translations by two Latin specialists: [5]

1. Latin translations written by candidates applying for entrance to college do not compare favorably in the quality of English used with the translations written by Latin specialists. The scores were low for all groups. There were very few high scores. No student equalled the quality of English used in either of the two translations by specialists. These translations are written in correct and effective English, but are in no sense above the possibility of a student who has graduated from high school with four years of Latin. The translations were written in a style which might be expected of fourth-year students.

2. There is little discriminating choice of words. Only one student agreed in all the thirty-six words with the Knapp renderings, although many options were given. No student equalled the Lodge standard.

3. The correlations obtained show a high degree of relationship between the choice of words and the effectiveness of com-

[5] Translations were written by Dr. Gonzalez Lodge, Professor of Latin, Teachers College, Columbia University, and Dr. Charles Knapp, Professor of Latin, Barnard College, Columbia University.

position. This relationship is highest for the student receiving a high mark in Latin. If he shows a high score in the choice of words he will have a high score in quality of English. This agreement is not so marked for the low group. This group tends to use the one or two meanings usually given in first-year Latin books, or the English derivative. However, most of the translations showed very little variation from one or two fixed meanings for each Latin word. This is revealed in the large per cent of translation English found in this study.

4. Effective translation cannot be attained without a careful choosing of the words to be used in rendering the passage into English. A fixed type of response to Latin words and the use of a limited vocabulary will not improve the written or spoken English of the student.

PROBLEM 2. *How does the English in Latin translations compare with the English in English compositions?*

1. There is little relationship between the quality of the English used in English compositions and the quality of the English used in Latin translations. This is based on the low correlations found between these items (Group A = .37 ± .08; Group B = .28 ± .09; Group C = .21 ± .09; Total = .39 ± .05).

2. The English achievement in the English compositions is of a higher quality than the English achievement in the Latin translations. The number of low scores on the Latin translations far exceeds the number of low scores on the English compositions.

3. The quality of English used in Latin translations by the high-school graduates in this study falls far below the standard of achievement in English composition for the twelfth grade, according to the Hudelson Composition norms. In other words, the mean of English composition achievement in Latin translations is the same as the norm for the fourth grade. The mean of the English scores on English compositions falls below the standard of the tenth grade. The Latin group receiving the highest ratings on the examination books have an English achievement in Latin translations equal to the English composition standard of the tenth grade. The students involved in this

study are a select group, representative of high-school graduates with four years of Latin who apply for college entrance.

4. There is very little likeness between Latin ability measured by the Latin marks on examination books and English achievement in Latin translations scored by the Hudelson Scale. There is only a slight chance that the good Latin student will use good English in the Latin translation, that the average student will use an average quality of English, and that the student receiving a low mark on the Latin examination book will use a low quality of English in Latin translations. The correlations make this prediction very slight (Group A = .44 ± .08; Group B = .25 ± .09; Group C = .29 ± .09). The correlation for the entire group (.87 ± .01), however, shows a high degree of correspondence. This is due partly to the increased range of the entire distribution.

5. There is some relationship between ability in English, measured by the English marks on the examination books, and the ability in English composition. This is supported by the correlations obtained (Group A = .52 ± .07; Group B = .68 ± .05; Group C = .72 ± .05; Total = .69 ± .03). The least amount of likeness is found in Group A, the group receiving the highest ratings on the examination books. This correlation (.52 ± .07) indicates that there is only a fair chance at prediction that the student making a high mark on the English examination book will use a high quality of English in English compositions. The correlation (.68 ± .05) for the middle group, with a range of 65–60 in English marks on the examination books, is a good indication that the student receiving a mark around 60 on the examination book will write English compositions of about the same grade. The correlation of the low group (.72 ± .05) is a good prediction that the student making a low grade on the English examination book will not use correct and effective English in English compositions. The fact that Groups B, C, and the total of the three groups have similar correlations of .68 ± .05, .72 ± .05, .69 ± .03, respectively, indicates that the English marks on the examination books are a good index of the quality of English to be found in the English compositions. The compositions scored by the Hudelson Scale were a part of the material evaluated by the English mark on the examination book.

6. The relationship between English marks and Latin marks on examination books is very low judging from the correlations (Group A = .13 ± .09; Group B = − .13 ± .09; Group C = .10 ± .09; Total = .57 ± .04) which were obtained. This means that the Latin mark on the examination book is no indication of the English mark on the examination book. This fact is also substantiated by the difference in spreads of the two distributions. The English marks on the examination books did not fall into the same three groups,—high, average, and low ratings—used in selecting the Latin books, although there was an English book for each Latin student in each group.

7. The conditions revealed in the 1922 study are not unusual; they represent general conditions. This is based on the fact that no real differences were found between the studies of 1922 and 1923, based on similar material and given the same treatment.

PROBLEM 3. *How effective are the words used in Latin translations?*

1. The students who have had four years of Latin display a very limited English vocabulary in the translations from Latin into English. There is no effective choice of words or discriminating selection of meanings to suit the thought of the context.

2. Words are used as things in themselves. There is very little relationship between the words, phrases, and clauses in the paragraph as a whole. This was brought out in the study of errors in rhetoric discussed in Chapter V.

3. Many Latin students seem to think that there is only one possible English translation for the Latin word, regardless of its use in the sentence. Effective composition is impossible with this idea.

4. The correct, effective, and precise meaning of a word is conditioned by the relationship existing between it and the rest of the sentence or paragraph. This relationship was not discernible to many of the Latin students. "Words are not unalterable talismans, but chameleon-hued symbols, taking shape and color from their associates." [6]

5. "The value of Latin study for English is found, not in

[6] Shorey, Paul, "Discipline and Dissipation," *School Review*, Vol. 5:128.

simple, everyday Latin derivatives, but in that ever-widening margin of the less usual and increasingly difficult words that extends in every direction around the central body of everyday words which constitute the vocabulary of every fairly literate boy and girl, man and woman."[7] This value is not being derived by the students who do not use unusual and increasingly difficult words in their Latin translations.

PROBLEM 4. *What errors in grammar, rhetoric, and spelling occur in Latin translations?*

1. Very simple errors in grammatical structure appear many times in the Latin translations.

2. There seems to be no feeling for the relationships between words, phrases, and clauses on the part of many of the students. This is due to the translation of forms as forms and not as parts of a connected whole.

3. The grammatical errors add much to the disintegration of the thought of the passage. The use of faulty English in Latin translations cannot improve the ability of a student to write correct English.

4. The choice of effective words and correct grammatical structure will not assure a well-balanced sentence. Ability to make combinations resulting in effective style is essential to the production of effective English.

5. The lack of continuity in a large number of the translations shows that little attention is given to rhetorical style. The fact that the student had a better chance at a mark if he wrote something down than if he failed to respond to the examination question may account for some of the incoherent passages. However, this does not provide practice which will improve the ability of the student to write English.

6. The errors in spelling in Latin translations are insignificant. Because of the limiting effect on the vocabulary imposed by a Latin translation there is not so much chance for error in a translation from Latin into English as in an English composition. The lack of unusual and effective words in the translations also lessens the chance for error.

7. Errors in grammar, rhetoric, and spelling in Latin transla-

[7] Carr, Wilbur, "The English Vocabulary of the High School Freshman," *Classical Journal*, October, 1919, Vol. XV.

tions result in incorrect English, and will add nothing to the improvement of the English of the students who write such translations.

CONCLUDING STATEMENT

The outstanding justification for the inclusion of Latin in the high-school program is the improvement of written and oral English. One of the largest contacts made between Latin and English is the oral and written translations of the students of Latin. The data presented in this study show that correct and effective English is not used in a large per cent of the Latin translations written by graduates of high schools who have had four years of Latin and who are applying for admission to college. About one-half of the translations of the students, who passed the examination for entrance to college and were admitted with four units of Latin credit, were written in incorrect and ineffective English.

If Latin is to function in the improvement of English of those students studying Latin, the conditions found in this study must be remedied. More systematic provision should be made for careful criticism and revision of the translations presented by pupils, and only that English which is structurally and idiomatically correct should be accepted by teachers of Latin. If the Latin program is too crowded for such criticism and revision of translations, then less content and better form should be agreed upon. "Automatic realization of the values implicit in Latin cannot be counted on to any large extent. The time must be found for the introduction of appropriate material and the use of appropriate methods in order to secure the satisfactory attainment of any of the ultimate objectives of Latin."[8] If this cannot be done then Latin cannot justify the time it is consuming in the high-school program.

[8] *Classical Investigation Report*, Part I, p. 100.

APPENDIX

SAMPLE PAGES OF THE EXAMINATION QUESTION SHEETS OF THE COLLEGE ENTRANCE EXAMINATION BOARD USED IN THIS STUDY

1. LATIN 1922
2. LATIN 1923
3. ENGLISH 1922—COMPREHENSIVE
4. ENGLISH 1922—1 AND 2

LATIN 1922

Page 2

6. Name the mood and tense of each of the following words, and tell why that mood and that tense are used: *caperent* (l. 2), *quaereret* (l. 5), *esset* (l. 6), *contulisse* (l. 9).

7. Translate into Latin:

Candidates for Cp3 will omit this question.

(*a*) Caesar ordered the cavalry to find the enemy. (*b*) He said that the army had remained in the forest for many days. (*c*) If we use all our troops, we shall capture the city within a very short time.

PART III

In writing the following passage consider at every step the meaning rather than the English form of expression. Translate ideas rather than words.

Translate into Latin:

Marcellus, a noble of great ability, was always hostile to the growing power of Caesar. Therefore when the civil war broke out, he joined the Pompeian forces. After Pompey was overthrown, many thought that Caesar would immediately punish all of his enemies. He, however, showed himself so merciful as to be willing to pardon even Marcellus. Those who have read Cicero's speech in behalf of Marcellus know how greatly Caesar was praised for this act.

PART IV

[USED IN THIS STUDY.]

Translate:

[*Cicero praises the reign of law.*]

Tu mihi concedas necesse est indignum esse in ea civitate, quae legibus contineatur, discedi ab legibus: hoc enim vinculum est huius

dignitatis, qua fruimur in re publica, hoc fundamentum libertatis, hic fons aequitatis; mens et animus et consilium et sententia civitatis posita est in legibus; ut corpora nostra nervis et sanguine et membris sine mente, sic civitas sine lege suis partibus uti non potest. Legum ministri magistratus, legum interpretes iudices, legibus denique omnes ea causa servimus, ut liberi esse possimus. Quid est, Q. Naso, cur tu in isto loco sedeas? vos autem, iudices, quam ob rem ex tanta multitudine civium tam pauci de hominum fortunis sententiam fertis? cur mihi tam diu potestas dicendi datur? Opinor haec omnia lege fieri totumque hoc iudicium quasi mente quadam legis regi et administrari. —*Pro Cluentio* 146, 147 (adapted).

1. Explain fully the syntax of: *legibus* (l. 2), *legibus* (l. 7), *possimus* (l. 8), *regi* (l. 2).
2. Give one or more English words derived from each of the following, and explain how their meanings are suggested by their derivation: *concedo, contineo, aequitas, sanguis.*
3. What, in your judgment, is the best oration of Cicero that you have read? Give your reasons for the choice.

LATIN 1923

Page 2

4. Compare *bene* (l. 9), *paratas* (l. 10).
5. Account for the case of: *militibus* (l. 2), *aquandi* (l. 5), *praedatum* (l. 6), *fortunam* (l. 8), *Caesari* (l. 10).
6. Account for the mood of: *videretur* (l. 1), *nudare* (l. 3), *exposuisset* (l. 5), *habere* (l. 8).
7. Account for the tense of: *exposuisset* (l. 5), *venisse* (l. 7), *habere* (l. 8), *redeunti* (l. 11).
8. Translate into Latin:

Candidates for Cp3 will omit this question.

(*a*) When Caesar's fleet was returning from the Chersonesus, it encountered the enemy. (*b*) We were informed by spies that Caesar was unwilling to fight that day. (*c*) The two cohorts which had been left to guard the camp fought so bravely that the enemy's forces withdrew.

III

In writing the following passage consider at every step the meaning rather than the English form of expression. Translate ideas rather than words.

Translate into Latin:

Cicero in one of his books tells a very pretty story about a priestess[1] and her two sons. One day when she had to go to the temple to offer sacrifice, it happened that there were no oxen[2] to draw her car; but her sons did not permit her to wait, and themselves performed the duty.

[1] *sacerdos,-otis.* [2] *'ox,' bos, bovis.*

She, therefore, not knowing how to give them a fitting reward, asked the goddess to bestow upon them the greatest blessing which man could have. The next day they were found dead.

IV

[USED IN THIS STUDY.]

Translate:

Cicero praises gratitude

Etenim, iudices, cum omnibus virtutibus me adfectum esse cupio, tum nihil est quod malim quam me et esse gratum et videri. Haec enim est una virtus non solum maxima, sed etiam mater virtutum omnium reliquarum. Quid est pietas nisi voluntas grata in parentes? Qui sunt boni cives, qui belli,[3] qui domi de patria bene merentes, nisi qui patriae beneficia meminerunt? qui sancti, qui religionum colentes,[4] nisi qui meritam dis immortalibus gratiam iustis honoribus et memori mente persolvunt? Quae potest esse vitae iucunditas sublatis amicitiis? quae porro amicitia potest esse inter ingratos? Quis est nostrum liberaliter educatus cui non educatores, cui non magistri sui atque doctores, cui non locus ipse mutus ille ubi alitus[5] aut doctus est, cum grata recordatione in mente versetur?

—*Pro Plancio* 80, 81.

ENGLISH 1922

COMPREHENSIVE 4

Page 5

[USED IN THIS STUDY.]

Part III

(*Not more than sixty minutes.*)

Write in several paragraphs a composition of about four hundred words upon *one* of the following subjects. Choose such aspects of the subject as you can well discuss according to an orderly, consecutive plan, in which each paragraph shall be one stage.

1. At the telephone.
2. The use of the imagination in reading.
3. Success in school life.
4. Good taste in dress.
5. An interesting book which I have discovered.
6. Experiences while earning money.
7. Old songs and new.
8. Business *versus* professional life.

[3] in the same case as *domi*. [4] used as a noun. [5] from *alo*.

9. How a town guards its health.
10. The day of the motor truck.
11. The value of school dramatics.
12. Newspaper cartoons—their good and their bad points.
13. The policeman in the modern community.
14. Friends.
15. Early days in the history of my town.

ENGLISH 1922
1 and 2

Page 3

6. Answer *a*, *b*, and *c*:

   a) What is Washington's attitude toward the spirit of party? What is the most powerful argument that could be presented on the other side?

   b) When Webster said, in his first address at Bunker Hill, "We live in a most extraordinary age," what occurrences had he in mind?

   c) What indications of Lincoln's character are to be found in his *Gettysburg Address?*

7. Do you agree with the statement that Boswell was "a coxcomb and a bore, weak, vain, pushing, curious, garrulous"? How do you explain the fact that he wrote one of the great biographies of our language?

8. "Poverty, incessant drudgery, and much worse evils, it has often been the lot of poets and wise men to strive with, and their glory to conquer." To what persons does Carlyle refer in illustrating this statement? "And what, then, had these men which Burns wanted?" How does Carlyle answer this question?

PART IV—COMPOSITION
[USED IN THIS STUDY.]

(*Forty-five to sixty minutes.*)

Write a composition of from three to four hundred words on one of the following topics. Choose such aspects of the subject as you can well discuss according to an orderly, consecutive plan, in which each paragraph shall be one stage.

1. Latin: a luxury or a necessity to the student of English?
2. Motor trucks *versus* railways.
3. What can women do in politics?
4. Old-fashioned gardens.
5. Is America a melting-pot?
6. The absurdities of English spelling.
7. New roads for old.

8. On having one's photograph taken.
9. Above the clouds.
10. The Boy Scouts.
11. The new map of Europe.
12. The chivalry of today.

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